DOCUMENT RESUME

ED 181 174 CE 021 359

AUTHOR	Simeone, Michael J., Ed.; Litman, Rochelle, Ed.
TITLE	Peer Counseling and Employment Skills Training: Group Leader's Handbook.
INSTITUTION	Glassboro State Coll., N.J.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jan 78
GRANT	G007703028
NOTE	135p.; For a related document see ED 174 758
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Ability; Career Choice; Career Development; Career Education; *Career Planning; Communication Skills; Counselor Training; Decision Making Skills; *Group Activities; Group Dynamics; Group Relations; Interpersonal Competence; Job Search Methods; Leaders Guides; Leadership Training; Learning Activities; Needs Assessment; Occupational Guidance; *Peer Counseling; Personal Values; *Self Concept; *Vocational Counseling; Work Attitudes; Workshops

ABSTRACT

This group leader's handbook provides a set of structured activities for a workshop on peer counseling and employment skills training. Two preliminary chapters outline group leadership skills and group process techniques. The activities which can be presented in any order to suit program goals are then arranged in two major clusters: peer counseling activities and employment skills training. Twenty-eight peer counseling exercises focus on group building goals, opportunities for non-threatening self-disclosure by group members, and the development of specific communication skills. Their general purpose is to create a high level of trust and support among group members that will form the basis for the career development activities that follow. Twenty-six employment skills training exercises are aimed at assessing a participant's needs and abilities as these relate to career planning. There are also a number of activities that develop skills in identifying career areas and planning strategies for the job search. Each activity may include purpose, approximate time, materials, procedure, and follow-up. An annotated listing of sources of occupational information and a bibliography/selected resources list provide sources of materials and activities to supplement the handbook. (YLB)

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PEER COUNSELING AND EMPLOYMENT SKILLS TRAINING

GROUP LEADER'S HANDBOOK

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January, 1978

Produced and Distributed by:
OFFICE OF CAREER EDUCATION
GLASSBORO STATE COLLEGE
GLASSBORO, NJ

CE 021 359

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ACKNOWLEDGEMENTS

The research reported herein was performed pursuant to a Grant Number: G007703028 (Development and Research for Comprehensive Community-Based Guidance, Counseling, Placement and Follow-Through Assistance involving Peer Counseling and emphasizing special needs groups) with the Office of Education, US Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Our thanks to the following counselors who participated in the training program helped to adapt the activities included in this handbook.

George Coles
Daniel Dougherty
Ernest Fields
Wesley Fisher
E. Cathleen Hampton
T. Diane Lewis
Margaret Lloyd
Josephine McDaniel
Kathleen Richards
Jay Schoener
Daniel Smurlo
Nancy Stasko
Gordon Verge
Mary Williams

Thanks also to Barbara Stanwood for her work on the initial drafts of this handbook, and to Vernice Cowan for the production of the final product.

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FORWARD

This handbook consists of a series of structured group activities that were chosen for a program entitled "Peer Counseling and Employment Skills Training". The goal of the program was to train career counselors from a variety of community service agencies in a group counseling model that they, in turn, would deliver to their clients.

The term "Peer Counseling", as it is used in the program, has two meanings. The first is taken from Project Youth, developed by the Youth Research Center in Minneapolis, Minnesota, and refers to Positive Educational Experiences in Relationships (PEER). The second, and more generally understood meaning, is a counseling session in which peers counsel each other in a group setting. The model used in this program is a combination of both concepts--an organized sequence of positive educational experiences that enable peers to counsel each other regarding careers and employment skills in a group setting. The activities were delivered by experienced co-trainers, but the intent of the program was to train people with limited experience in group leadership to become effective peer counseling leaders.

The central assumption underlying the program is that there is a definite and powerful relationship between a person's self-concept and his/her ability to engage in effective career planning. The program seeks to increase a participant's self-knowledge, to increase his/her ability to address daily problems, and to impart career planning skills that can be applied immediately and in the future.

Employment skills, in the broadest sense, consist of a whole constellation of abilities and attitudes that enable a job seeker to find and approach the potential employer with confidence and enthusiasm. The program focuses on the development of these attitudes and abilities by utilizing the so-called "warm glow" of group experience to create a support for individuals who are seeking employment.

The program was funded under a grant from the Division of Vocational Education, Office of Education, U.S. Department of Health, Education and Welfare.

HOW TO USE THIS HANDBOOK

This handbook provides the group leader with a set of structured activities that will enable him/her to deliver a workshop on Peer Counseling and Employment Skill Training. The activities are organized in sequential order as they were presented in the training program, but this order can be changed to suit the goals of a particular program.

There are two major clusters of activities in the handbook. The first, entitled Peer Counseling Activities, contains exercises that focus upon group building goals, opportunities for non-threatening self-disclosure by group members, and the development of specific communication skills. The general purpose of these activities is to create a high level of trust and support among group members that will form the basis for the career development activities that follow.

The second cluster of activities, Employment Skills Training, includes exercises aimed at assessing a participant's needs and abilities as they are related to career planning. There are also a number of activities that develop skills in identifying career areas and in actually planning strategies for the job search.

The handbook can be generously supplemented by materials and further activities gathered from the sources listed in the bibliography.

PEER COUNSELING AND EMPLOYMENT SKILLS TRAINING

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GROUP LEADERSHIP SKILLS

LISTEN ACTIVELY

1. Look interested and maintain eye contact with the person who is speaking. Smile, nod and use gestures appropriately.

2. Concentrate on what the speaker is saying, not on what you are going to say next.

3. Avoid unnecessary interruptions. Give the speaker his chance to talk it out.

4. Do not be afraid of brief silences. The speaker may need time to think a little before he/she continues.

INCLUDE ALL GROUP MEMBERS

1. Be aware of other member's reactions. Some may be eager to react to the discussion but may show some hesitation. When an opportunity arises, without cutting someone else off, you may ask the hesitant member, "Mary, would you like to share something with the group?"

2. On the other hand, some may want to dominate the discussion and may need to be encouraged to let everyone have a chance to speak.

3. Always give group members a chance to pass on an activity. No one should be forced to participate. But be aware of isolates, those who seldom participate in activities and discussions, and attempt to include them by occasionally inviting them to take part. If they are not ready, do not be too insistent but continue to let them know that you are aware of their presence and that you would like them to become more active. When they do speak, make some encouraging statement like, "Thanks, Mary, for sharing that with us" or "That sounds like a wonderful experience", etc.

4. Use group members' names as often as possible to give them a feeling of recognition and belonging.

ENCOURAGE RECOGNITION OF FEELINGS

1. Observe the feelings being expressed by speakers as well as the content of their communication.

2. Acknowledge your awareness of group members' feelings in your comments. For example, after someone has spoken, you might say "You really looked angry when you said that." If you have correctly interpreted the feeling, the group member might confirm your statement by responding, "I sure was mad and really lost my cool."

3. Reinforce feelings of success and achievement whenever possible.

4. Each group participant, including the leader(s), has a right to his/her own opinions and should be encouraged to share them with the group. They should, however, be identified as his/her own. For example, one might say, "Some of you may not agree with me, but I feel this way..." Be sure to distinguish between opinions and facts.

5. Avoid judgmental interpretations such as "You're too lazy to make anything out of yourself." Encourage group members to concentrate on helping others in the group to feel better about themselves and not worse.

6. When the group is not moving along, be honest and say "I wonder why we seem to be having trouble with this exercise", etc. Encourage honest discussion about how group members feel at the moment. Be ready to respond to feelings of group members with regard to suggested changes in the agenda, etc.

RESPOND TO GROUP PROGRESS

1. Summarize goals and objectives regularly. Help group members to establish their own goals and to discuss how successful they feel the group has been thus far in achieving its purpose. Try to keep the group moving toward the achievement of specific goals which are preferrably related to the projects' overall purpose.

2. Ask for clarification of group members' comments, if you are not sure of their meaning, by attempting to paraphrase or repeat back his/her statement in your own words. For example, "Bill, correct me if I'm wrong, but I think I hear you saying you didn't like being an only child because you never could enjoy being close to other kids in your own home, and that you felt pretty isolated at times. Is that correct?"

3. Draw connections between similarities of what group members are saying to help them realize that they do share ideas and experiences in common with their peer group and that some of their ideas and experiences are not so strange and unique as they may

have thought. This will encourage a sense of self acceptance and belonging. For example, you might say, "John shared his feeling about quitting school because he wasn't getting much out of the experience. Mary said that she was often tempted to quit school but that her mother wouldn't let her. Jim said that he wanted to finish school in order to get a better job later on, but he wasn't sure he could make it. All of you are expressing a common concern about what role school is really going to play in your lives."

PROCESSING

Processing is the subsequent analysis of experience. It may be done privately (through ditto sheets with questions to which responses can be made in writing, through the opportunity to write individual journals, etc.) or publicly, among the members of the groups before it disbands after each session. It may be as simple as asking each student to complete three open-ended statements, such as "Because of this lesson, I feel..., I learned..., as a result, I'm going to...," or asking students to respond to questions about the session. A more thorough and complicated procedure is presented here.

1. Review and summary of experience.
2. Identification of feelings that were experienced.
3. Identification of preferences that were expressed.
4. Identification of similarities and differences in behavior, thoughts, and feelings.
5. Identification of choices that were made and how they were decided.
6. Identification of the roles that each member took in the experience, e.g., active participant, decision-maker, fun-maker, facilitator for others.
7. Identification of changes in behavior and the conditions under which it changed.
8. Identification of some alternative behaviors that could have been used.
9. Identification of "unfinished business", if there is any.
10. Dealing immediately with any "unfinished business".

BRAINSTORMING

This method of problem solving consists of the wild generation of as many ideas as possible, without regard for quality or the opinion of others in the group. Combinations, modifications, additions--all are encouraged. Evaluation is forbidden because it dampens the willingness

to be extreme. Just ask the group to call out as many ideas as they can on the topic under consideration. Write the responses as quickly as you can on newsprint. After the responses die out, stop and process.

ROLE PLAYING

1. Warmup: Exercises to prepare the group for activities in role playing.

   a) These activities should involve as many participants as possible.

   b) Group members should have a number of choices from which to pick. For example: Act out an emotional response to an imagined situation. "It is 5:30 A.M. and your alarm clock has just gone off. Show us what you do", or "Walk down the street and look at yourself in the mirrors as you go by".

   c) Warmup activities may be verbal or nonverbal, e.g., Who am I? Improvisations, etc.

2. Giving Directions.

   a) Give as many as possible. Make them clear.

   b) Establish a setting, e.g., "This area is the doorway. You enter here and leave there."

   c) Sometimes it is a good idea to have group members run through a short fantasy to visualize the setting.

   d) Ask the group to help with the physical aspects of the setting by moving chairs and creating a stage.

3. Techniques.

   a) The interview. Ask participants who are assigned roles certain questions about themselves: "How do you feel now? What are you going to do about your situation? How old are you? Do you like him/her? What kind of person are you?

   b) Side coaching. This helps group members in the audience and the participants in the role play to focus their attention on the action or the solution to the problem. This is an important role for the group leader. The group leader should walk around the players and stand in back of them or beside them. The group leader must encourage the partici-

pants to take a course of action, e.g., "What are your plans? Show us...Remember you are angry. Don't let him get off so easily! How is he making you feel? Are you tense? etc."

c) The freeze. Stop the action and get suggestions from the audience. "What do you think he should do now?" Interview the participant further: "How do you feel now? Are you making progress?" Be ready to change the course of action if necessary.

d) Doubling. The group leader may act as the double or he/she may use a group member as a double. The double copies the posture and facial expressions of the player. This gives the player feedback about his interpretation of the role. Doubling gives more group members a chance to get in touch with each role. The double should stand or sit as close to the player as possible. The group leader can prepare the participant double by telling him/her to feel what the player feels: "He's tense, nervous, happy."

e) Alter ego. Alter ego is an extension of the double. The alter ego stands or sits in back of the player. He/she does not have to copy posture or facial expressions. The alter ego speaks the innermost thoughts of the character. For example, if a group member is really being put down by another character, the group member playing the role may decide to be polite. In his/her mind, he's calling this character names or thinking things that aren't so polite. (Coach: "What isn't he saying? What does he really want to say?" etc.) The alter ego picks up these thoughts and speaks them for the player. When he speaks these thoughts, he speaks as the player. The alter ego and the player become one. The alter ego makes the thoughts of the player explicit. This gives depth to the role play and dimension to the role.

4. Closure. Make the group focus on a solution or the ending. Sometimes it is necessary to set a time on the solution, e.g., "You have two minutes to reach a solution."

5. Follow-up and Evaluation. Always allow time for discussion of the role play. Ask the participants about their roles. Get feedback from the audience. Ask the group members in the audience what they would have done. A role play can be followed with discussion, written assignments, and/or readings.

JOURNALS

The journal provides a way for group members to record their reactions to the activities experienced in the program. It is essentially a private undertaking and should be regarded as a confidential personal record. Time can be reserved during each session to enable group members to write in their journals and the group leader should encourage the activity as much as possible. Entries can include personal goal statements, feelings about other group members, awareness gained from activities, significant learnings acquired during the course of a session, and any other notations that will allow a group member to assess his/her personal growth over the course of the workshop.

PEER COUNSELING ACTIVITIES

"I LEARNED" STATEMENTS

PURPOSE: To bring closure to a group experience.

To emphasize new learnings, and give a general direction to new learnings ahead.

PROCEDURE:

1. Prepare a chart consisting of sentence stems. The chart may be posted permanently in the room, or a ditto may be made for group members to keep in their journals. The sentence stems are:

   a) I learned that I....

   b) I relearned that I....

   c) I became aware that I....

   d) I was surprised that I....

   e) I was pleased that I....

   f) I was disappointed that I....

   g) I see that I need to....

2. Group members are asked to think silently for a few minutes and complete one of the sentence stems. Point out that each "I learned" statement has the pronoun "I" in it twice. These statements are not about other people or about factual information from books; they are about our own lives and what we have learned about our own reactions to life.

3. Have group members volunteer their completed statement without collaboration or discussion.

4. Encourage all group members to participate.

   Note: Do not rush to fill in short periods of silence. Give the group time to think through the responses.

WHERE I AM

PURPOSE: To give group members practice in self-disclosure and openness.

To create a positive, accepting environment by sharing the feelings that group members bring to the group at this moment.

PROCEDURE: Use this activity whenever appropriate throughout the workshop.

1. Explain that a group functions best when each member understands how each other person in the group is feeling. People, therefore, have a solid base for interacting with one another.

2. In a word or couple of sentences, share with the group how you are feeling at this moment.

3. Each person shares in turn. Whenever appropriate or necessary, offer a few words of support or reflect the feelings of members who may be having trouble.

FOLLOW-UP: The activity is its own follow-up.

THE NAME GAME

PURPOSE: To facilitate introduction of group members.

To create a non-threatening, informal environment.

APPROXIMATE TIME: 30 Minutes

PROCEDURE:

1. Gather group in a circle; standing.
2. Explain that each person, in turn, will say his/her name and something that he enjoys doing. In addition he/she is to act out that activity as he states it. (e.g. "My name is Michael and I like to fish. Mime casting with a rod; then reel in.)
3. The second person repeats the prior person's name and activity, mimes that person's activity and then states his/her name and activity and mimes it.
4. Each member of the group proceeds, in turn, until the last person (preferably the group leader) has the challenge of repeating everyone's name, activity, and mime before proceeding with his own.
5. Ask for volunteers to carry out the activity by going around the entire circle.

FOLLOW-UP: Start the next session by asking volunteers to do the activity.

The group members should know each other's names by the second time the activity is completed.

LEMONS

PURPOSE: To continue positive group atmosphere.

To help group members to focus on the uniqueness of the seemingly ordinary.

To facilitate awareness of our senses.

APPROXIMATE TIME: 60 MINUTES

MATERIALS: Lemons

PROCEDURE:

1. The group forms one large circle.
2. Each member is given a lemon.
3. Explain that there are no two lemons that are alike. Each member will get the opportunity to know his/her special lemon very well.
4. Allow ten minutes for group members to get to know their lemons. Explain that the first five minutes will be used to observe the lemon with their eyes; the second five minutes to sense the lemon's "uniqueness" by touching with their eyes closed.
5. Form dyads. Have each person introduce his/her lemon to his partner by explaining his lemon's particular characteristics. Alternatives:
   a) As his best friend.
   b) As if she <u>is</u> the lemon speaking.
6. Partners exchange lemons so that they may <u>feel</u> the difference between the lemons.
7. Regroup into intermediate groups of 4 - 6. Each small group sits in a circle and places the lemons in the middle. Instruct members to close their eyes and then find their own lemons.

8. Regroup into one large group and collect lemons.

9. Have everyone close their eyes and pass the lemons around until each person finds their own lemon.

FOLLOW-UP: Process this activity through "I learned" statements.

Find a use for the lemons (e.g. lemonade for the group).

AFFINITY SEARCH

PURPOSE: To begin a session with physical movement as warm-up.

To allow further opportunity for group members to get to know one another.

APPROXIMATE TIME: 30 Minutes

MATERIALS:
Newsprint
Easel
Marker

PROCEDURE:

1. Each person must try to find at least one other group member who has one of the following in common with him/her:

   a) Zodiac sign
   b) Year of birth
   c) Marital status
   d) Number of children
   e) College attended
   f) Birthplace
   g) Present residence
   h) A main interest
   i) Favorite color
   j) Your last vacation (where?)

2. List the above catagories (or more appropriate ones of your own choice) on newsprint.

3. Have members mill around room for approximately 20 minutes trying to fill their lists.

FOLLOW-UP: Group into a large circle.

Process how various people accomplished the task.

Discuss the most successful methods and the reasons some people finished more quickly than others.

GETTING TO KNOW YOU

PURPOSE: To demonstrate how little we choose to share in our daily encounters.

APPROXIMATE TIME: 15 - 20 Minutes

MATERIALS:
Easel
Tape
Newsprint
Marker

PROCEDURE:

1. Each group member pairs with a person they do not know (or know very superficially).
2. The dyads "get to know" each other in whatever way they wish.
3. After 5 minutes, stop the discussion and ask the group to call out topics discussed. Write these on newsprint.
4. Tell the group that the next discussion will focus on what a person would need to know about his/her partner if they were a potential "close friend" e.g. What would you have to know in order to establish trust?
5. The dyads resume their discussion, this time from the perspective of a potential close friend.
6. After 5 minutes, the topics are again listed on the newsprint and posted next to the original list.

FOLLOW-UP: Discuss the differences in the topics on the two lists.

Process how people felt during the two five minute discussions.

COMMUNICATION WITH A PERSON LIKE YOURSELF

PURPOSE: To demonstrate how different situations dictate possible communication behaviors.

To further establish one to one contact within the group.

APPROXIMATE TIME: 15 - 20 Minutes

MATERIALS: Tape recorder
Tape of music selected for activity

PROCEDURE:

1. Each person in the group finds someone that they think is <u>like</u> them and sits with that person.
2. The dyads discuss the factors that caused them to choose each other. They also discuss whatever else they may have in common.
3. After 5 minutes, stop the discussion and ask the group to listen to Simon and Garfunkel's "Sounds of Silence" (or some other appropriate song). The dyads then discuss the lyrics as they apply to their own experience in relating to others. Emphasize that people should be getting involved at the <u>content</u> level.
4. After 5 to 10 minutes, the dyads discuss the dissimilarities they have now noticed about themselves; things that weren't apparent when they first began to talk. They should also note whether the original similarities were still apparent.

FOLLOW-UP: Form a large group and compare the differences in communication behaviors demonstrated in the two parts of the activity.

SHARING A CRITICAL EVENT IN LIFE WITH A PERSON UNLIKE YOURSELF

PURPOSE: To demonstrate how superficial differences are not necessarily barriers to effective communication.

To foster relationships within the group.

APPROXIMATE TIME: 15 - 20 Minutes

PROCEDURE:

1. Each group member pairs with someone that seems to be unlike him/herself.
2. The dyads discuss their perceived differences.
3. After 5 - 10 minutes, stop the discussion and ask the dyads to share an experience with each other that was critical in forming who they are today. The experience could be either positive or negative, as long as it was critical.
4. After 5 - 10 minutes, the dyads discuss whether the differences that they initially perceived still seem real, or if there are other differences that they have noticed through further conversation.

FOLLOW-UP: Form a large group. Focus the processing on the accuracy of perceived differences and their effect on sharing a personal event.

CHILDHOOD FANTASY

PURPOSE: To show how we utilize a vast number of verbal and non-verbal cues to form impressions of other people.

To emphasize how much information we communicate about our past and present selves.

APPROXIMATE TIME: 20 Minutes

PROCEDURE:

1. Group members pair with someone they haven't had a chance to meet.
2. For 5 minutes, the dyads talk about those things that usually keep people from getting to know others.
3. Explain that just from the information gathered in the past 5 minutes, each partner has discovered much about the other. Now, instruct each person to think about his/her partner and imagine what he/she was like at eight years old. (Imagine him/her at school and at play. What types of friends did he/she have? What was his/her relationships with his family? etc.)
4. Each partner takes a turn at sharing his/her view of the other.
5. Then discuss how accurate the perceptions were.
6. After about 15 minutes, two dyads group together and explain the reasons for the accuracy or inaccuracy of the perceptions.

FOLLOW-UP: Poll the group as to the accuracy of its perceptions.

Discuss.

What does this activity, experienced with relative strangers, tell us?

PUBLIC-PRIVATE SELF-PORTRAIT

PURPOSE: To enable group members to graphically compare their perception of themselves with their perceptions of how they are viewed by others.

To give the group further experience in self-disclosure.

APPROXIMATE TIME: 90 Minutes

MATERIALS:
- Newsprint
- Crayons (large variety of colors)
- Tape

PROCEDURE:

1. Each group member receives a large sheet of newsprint and a variety of colored crayons.
2. Each person finds a comfortable place in the room.
3. The paper is folded in half.
4. On the outside face of the newsprint, each person draws his/her perception of his public self (how others see him). On the inside, his/her private self is illustrated.
5. When everyone has completed these tasks, regroup into one large circle.
6. Group members volunteer to explain their self-portrait to the group. The group may ask clarifying questions and add any insights that the "artist" may have overlooked.
7. The portraits are then displayed around the room.

FOLLOW-UP: Process with "I learned" statements.

RASMUSSEN TRIANGLE

PURPOSE: To demonstrate that people's visual perceptions vary.

APPROXIMATE TIME: 15 Minutes

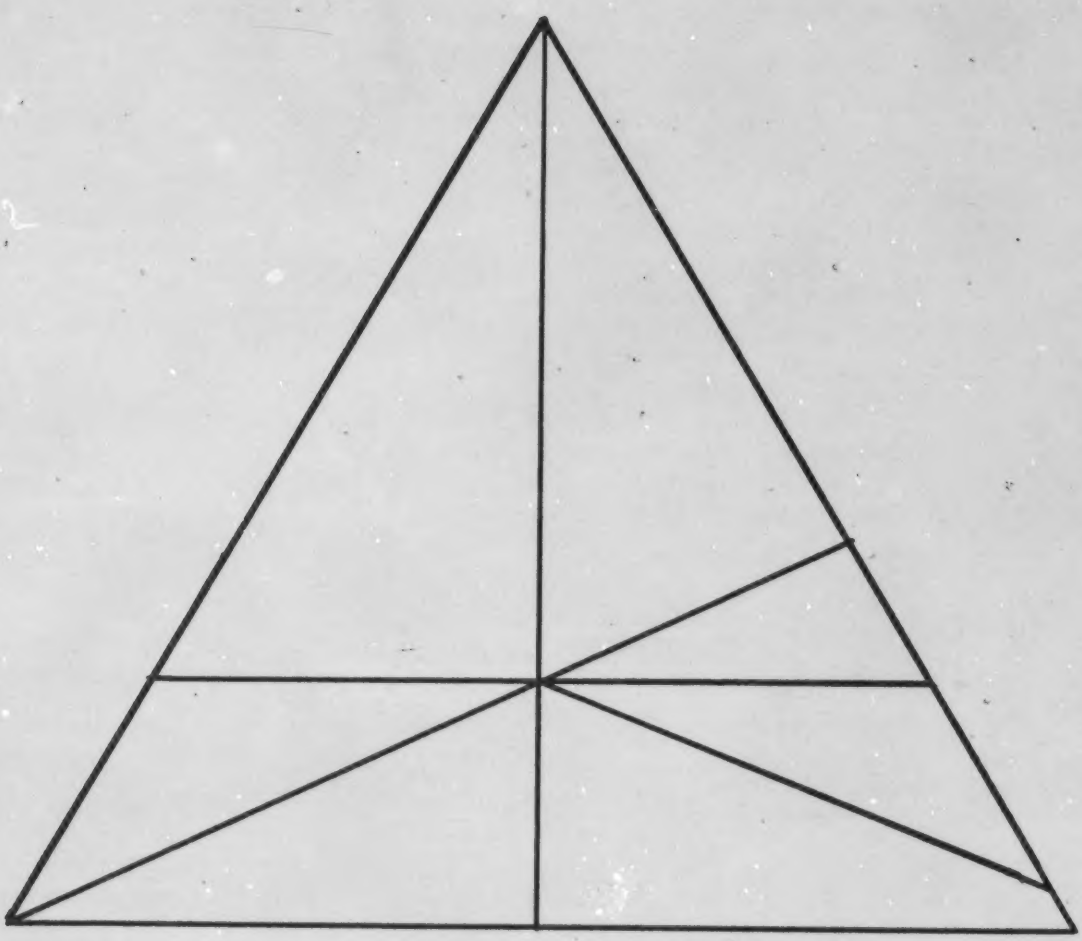
MATERIALS:
- Copies of Rasmussen's Triangle
- Marker
- Newsprint
- Easel

PROCEDURE:

1. Each group member receives a copy of the Rasmussen Triangle.
2. There is to be no talking. Each person must do the task alone.
3. After three minutes, each group member counts the number of triangles on his/her sheet and records the answer.
4. Write the numbers 1 to 25 on the newsprint.
5. Tally the groups' responses on the newsprint by calling out each number, 1 through 25, and having each group member raise his/her hand as his total is called.

FOLLOW-UP: "I learned" statements.

RASMUSSEN TRIANGLE



RUMOR GAME

PURPOSE: To demonstrate how our values, prejudices, and listening skills effect what we hear and what we remember.

APPROXIMATE TIME: 20 Minutes

MATERIALS: Brief, value-laden story

PROCEDURE:

1. Six volunteers are selected and asked to leave the room.

2. The remaining group members are to be active observers.

3. One volunteer returns to the room and listens very carefully as you read a brief story. (Use the following story or find another, more appropriate, value-laden story.)

   A policeman discovers that his 15 year old son is using downers. Upon further questioning, the son reveals that he has been selling drugs to several of his classmates since last summer.

   The father is utterly confused. He loves his son and feels a need to protect him. But he also realizes that he has a responsibility as a citizen and police officer to report his information to his superiors. In addition, he is deeply concerned about the other boys and their parents. In the state this family lives in, the first offense for "use" is probation. The first offense for the sale of drugs is a mandatory sentence of at least a year, even for minors.

4. A second volunteer returns to the room and listens as #1 repeats the story to him/her as carefully as possible. Continue in this way until all volunteers have returned.

5. The observing group should be noting where and when the distortions of the story take place. They should try to speculate as to "why" this is happening.

6. When the last person is called in, he/she repeats the final version to the entire group.

7. The original story is re-read.

FOLLOW-UP: Process what happened and why.

Discuss reasons for distortions such as: "choking" in front of a group, addition of humor, remembering the parts agreed with, etc.

HEARING WHAT WE WANT TO HEAR

PURPOSE: To demonstrate how selective our listening is.

To show how our prejudices influence what we hear.

APPROXIMATE TIME: 20 Minutes

MATERIALS:
Story
Newsprint
Easel
Marker

PROCEDURE:

1. The following story is read aloud, with feeling, to the group.

An Education For Freedom

Methods for destroying individual freedom are being developed rapidly, and the pressures to adopt them are becoming increasingly powerful. We can be educated for freedom- much better educated for freedom than we are at present. In coping with any complex human situation, we must consider all the relevant factors. Preventive legislation might do some good, but if the great impersonal forces now menacing freedom continue to gather momentum, they cannot do much good for very long.

Furthermore, an ethical system based on a fairly realistic appraisal of the data of experiences is likely to do more good than harm. But, the effects of false and pernicious propaganda cannot be neutralized except by a thorough training in the art of analyzing its techniques and seeing through its sophistries. An education for freedom (and for the love and intelligence which are at once the condition and results of freedom) must be, among other things, an education in the proper use of the language.

Finally, we know that in a very large and complex society democracy is almost meaningless except in relation to autonomous groups of manageable size; none-

theless more and more of every nation's affairs are managed by the bureaucrats of big government and big business. If a revolution takes place, it will be due in part to business, in part to forces over which even the most powerful rulers have very little control, and in part to the incompetence of those rulers and their inability to make effective use of the mind-manipulating instruments with which science and technology have supplied and will go on supplying the would-be tyrant.

Perhaps the forces that now menace freedom are too strong to be resisted for very long. It is still our duty to do whatever we can to resist them.

2. Then, ask for group members to paraphrase the essence of what has been said.

3. Record the varied responses on newsprint.

FOLLOW-UP: Tell group that the story was actually a collection of unrelated paragraphs, and taken together, are contradictory and incoherent.

Process the reasons why people make sense from non-sense, i.e., refusal to admit that you don't understand; lack of critical thinking ability; tendency to agree with the whole even if you just agree with a part.

OLD WOMAN - YOUNG WOMAN

PURPOSE: To emphasize the selectivity of visual perception.

To explore the process of group decision making.

APPROXIMATE TIME: 20 Minutes

MATERIALS:
Old-Young Woman Picture
List of questions
Newsprint
Easel
Marker

PROCEDURE:

1. Form small groups of 5 - 7 people.

2. Explain the following dramatically: Each group represents the Board of Directors of a very exclusive country club. You (the leader) are a member of the club and have a friend who is new to this area. You want the club to invite your friend to join.

3. The Board only has a picture of the woman and, as a group, must decide whether she should be admitted to the club. This will be done by agreeing on a single (group) response to a series of 5 questions.

   a) How old is the person?

   b) What is her social class (upper, upper-middle, middle, lower-middle or lower)?

   c) How much education has the person had?

   d) What is her occupation, or what do you imagine she has done?

   e) From her appearance, would you trust her?

4. Move around the small groups allowing about 10 seconds for each person to view the picture.

5. Each person in the group will give an individual written response. Then allow 10 minutes for the group to come to a unanimous decision on whether or not to admit her.

6. List questions on newsprint. Record each group's response to the questions.

FOLLOW-UP: Process why decisions could or could not be made. e.g. Did a leader emerge? Did people compromise what they believed? Was it truly unanimous? etc.

PEOPLE MACHINE

PURPOSE: To create a positive, informal atmosphere.

To analogize a functioning machine to a functioning group.

APPROXIMATE TIME: 15 Minutes

PROCEDURE:

1. Begin in the center of the group, with a repeated sound (e.g. chug, chug) and a repeated motion (e.g. bending at the knees, then straightening up, etc.).

2. A second person attaches (with a hand), to the leader and begins his/her own sound and motion; then a third person, etc., until everyone is attached and the machine complete.

FOLLOW-UP: Everyone feels a little silly but rather good.

No need to process.

COMMUNICATION SKILLS ACTIVITIES

The following set of activities center around communication and the factors that inhibit and promote it. The first four activities (Non-listening, Happy Hooker, Two Ships Passing in the Night, and In/Out Discussion Groups) demonstrate dysfunctional behaviors that block communication. The last three (Positive-Focus, Reflective Listening, and "I" Messages) provide opportunities for participants to develop skills, attitudes, and behaviors that enhance effective communication.

The activities should be delivered in sequence. Care should be taken to avoid analyzing or lecturing about the consequences of dysfunctional communication.

EXERCISES DEMONSTRATING BARRIERS TO COMMUNICATION

PURPOSE: To enable participants to become aware of behaviors that inhibit communication.

To illustrate the problems that arise when people talk <u>at</u> rather than <u>with</u> others.

NON-LISTENING

APPROXIMATE TIME: 5 Minutes

PROCEDURE:

1. Divide the group into smaller groups of five or six.
2. One person volunteers to give a brief, one-minute autobiography (a quick summary of his/her life).
3. The volunteer is to try to make the other people in his group listen to him while they are doing everything they can <u>not</u> to listen. (They can do anything except physically remove themselves from the triad.)
4. After a minute, another volunteer becomes the speaker. Repeat the activity.

HAPPY HOOKER

APPROXIMATE TIME: 5 Minutes

PROCEDURE:

1. Divide the group into triads.
2. One person begins speaking about something interesting that happened to him/her recently.
3. As soon as another member of the group hears a word that triggers a thought or memory, he "hooks on". Examples of hooker phrases are:

   a) "Speaking of that.... "

   b) "That reminds me...."

c) "Glad you mentioned that...."

d) "Oh, right, remember the time...."

e) "That's like...."

f) "Oh, that's nothing! Let me tell you...."

4. That person talks until someone else "hooks on", etc.

5. Stop activity after 5 minutes

TWO SHIPS PASSING IN THE NIGHT

APPROXIMATE TIME: 15 Minutes

PROCEDURE:

1. Form dyads.

2. Each person thinks of a topic he/she would like to talk about. On a sheet of paper, this topic is summarized into 10 phrases or short sentences. These phrases need not be sequential, but they must relate to one topic.

3. When the lists are completed, the partners alternate reading one sentence at a time, using the emotion that they would feel if they were speaking in a normal situation.

FOLLOW-UP: For all dysfunctional communication activities:

Process the group's feelings after all three of the exercises are completed.

Use "I learned" statements.

IN/OUT DISCUSSION GROUPS

PURPOSE: To help participants improve their communication skills.

To help participants become aware of the part they play in a group discussion.

To illustrate the factors that both inhibit and enhance communication.

APPROXIMATE TIME: 30 Minutes

MATERIALS:
Easel
Newsprint
Marker

PROCEDURE:

1. Divide the group in half and then divide in half again. You want two separate clusters of people organized into inner circles and outer circles.
2. Instruct the "In" group to have a 10 minute discussion on some controversial topic (Birth control, Abortion, Busing, Drugs, etc.).
3. The "out" group is instructed to observe the discussion and note things that people are doing to either inhibit or facilitate communication. (The "out" group is not to take part in the discussion in any manner.)
4. After 10 minutes, the "Ins" and "outs" switch places and the discussion and observation resumes for another 10 minutes.
5. After 10 minutes, return to one large group.

FOLLOW-UP: Process activity having group members call out the factors that they have noted that inhibit or facilitate communications.

Place these on newsprint.

Discuss.

EMOTIONS MIME

PURPOSE: To encourage awareness of non-verbal signals.

To introduce the concept of role-playing.

APPROXIMATE TIME: 15 Minutes

PROCEDURE:

1. The group sits in a large circle.
2. Volunteers are each given a 3 x 5 card labeled with an emotion. (fear, joy, embarrassment, etc.)
3. Volunteers then mime the emotion while the observers watch and then guess the emotion being portrayed.
4. Other, more complicated, situations may then be mimed and ~~then~~ guessed by group. For example:
   a) You have won the million dollar lottery.
   b) You have just received very bad news.
   c) You see an old friend across a crowded room and want to catch his attention.

FOLLOW-UP: Discuss the difficulties of non-verbal communication. When is it most successful?

Point out examples while the group is discussing, such as --crossed legs, arms folded, leaning forward, etc.

NON-VERBAL TELEPHONE GAME

PURPOSE: To further emphasize our non-verbal behavior.

To demonstrate how our own perspectives and interpretations effect our communications.

APPROXIMATE TIME: 15 Minutes

PROCEDURE:

1. The group sits in a large circle.
2. Half of the circle observes while the other half participates.
3. All but two people in the participating group close their eyes. The first person mimes a detailed emotion to the second. The second person taps the third and passes on the mime of the first and so on until the semi-circle is complete.
4. The first person repeats the original mime.
5. The process is repeated with the observers and participators reversing roles.

FOLLOW-UP: Process the experience with the group. Touch on areas such as miscommunication and the various reasons for the breakdown of the non-verbal message.

POSITIVE - FOCUS ACTIVITY

PURPOSE: To help participants understand and practice several basic communication skills.

To provide an opportunity for students to learn focusing, drawing out, and accepting behaviors.

APPROXIMATE TIME: 45 Minutes

PROCEDURE:

1. Ask each participant to write his/her reaction to a values question. For example:

   a) What important planning are you doing at this point in your life?

   b) What significant belief or value do you hold strongly and how do you demonstrate it?

   c) What difficult decision have you had to make in the recent past?

2. Divide group into triads.

3. One person in each triad volunteers to be the focus of the group for 5 minutes. He/she reads or recites his reaction to one of the questions assigned above. The other two group members try to further understand the focus person's response by using the following techniques:

   a) Focusing - The focus person is the absolute center of attention for 5 minutes. The other two people must do nothing to shift the focus to themselves. They cannot argue, disagree, offer opinions or say or do anything that intrudes on the focus person's "act".

   b) Drawing Out - The other two people can ask questions that help the focus person clarify his ideas so that they are more clearly understood to himself and to the group. They should not be probing questions that press the focus person to reveal more than he wants.

c) Accepting - The two people should demonstrate that they are trying hard to understand what the focus person is saying. Even if they do not agree with what he is saying, they must accept his right to say it. Positive feedback could take the form of statements such as: "I understand how you feel"; "yes, I understand"; or non-verbal signals such as nodding or smiling. (Be alert to negative non-verbal signals like frowns or poor eye contact).

Note: These three concepts should be very clear before proceeding with the activity.

4. After 5 minutes stop the conversation and give the following directions for evaluating the interaction to this point.

   a) Each person draws three lines on a paper - one line for each skill in the exercise.

   (focusing) 1 ____J_____P_____ 10

   (drawing-out) 1 _____J P_____ 10

   (accepting) 1 ___J P_____ 10

   b) The lines are labeled as a continuum from 1 (low) to 10 (high).

   c) Each person places the initials of the two listeners/questioners ("J" and "P" in the above example) on the lines based on how well they followed the rules of the exercise. (The focus person rates the two listener/questioners but does not appear on the lines because he had no rules to follow). Each listener/questioner rates himself and the other listener/questioner.

   d) The ratings are set aside for later discussions.

5. Another participant volunteers to be focus person and the activity proceeds for another 5 minutes.

6. After 5 minutes, stop the activity and have participants evaluate again.

7. When these are completed, have the third person become the focus person, continue for 5 minutes, and evaluate once again.

8. Allow 10 minutes for the triad to discuss the three evaluations.

FOLLOW-UP: "I learned" statements from entire group.

REFLECTIVE LISTENING - INTRODUCTION

Several years ago, Carl Rogers, the prominent psychologist, conducted a number of studies to identify ways that people communicate with each other in face to face situations. He found that 80% of all of the messages sent in these situations can be categorized as evaluative, interpretive, supportive, probing or understanding. The other 20% were incidental statements that contained little of significance. The frequency of the statements was listed as follows:

1. Evaluative was used more than any other response.

2. Interpretive was used next most often.

3. Supportive next.

4. Probing fourth.

5. Understanding responses were used the least.

In addition to these findings, he also discovered that people tended to sterotype responses to the point that if a person used one category of response as much as 40% of the time, others tended to believe that he always used that category of response.

Although none of the responses are good or bad in themselves, the understanding response is probably the most useful in a relationship or conversation until a trust level is established. It is this response that is most likely to communicate to the sender that he is a person worthy of attention and will encourage him to go on to further explore his problem. It is also a response that promotes understanding in the listener. It enables a listener to see a problem from the senders point of view. Once the trust level is reached, the other forms of response can be more freely used.

The following activities demonstrate reflective listening behaviors that embody the understanding response discussed above. Since the group leader is providing demonstrations of this behavior, it is crucial that he/she understand the concept before undertaking the activity. The following references will provide the group leader with a solid conceptual framework for the activities. Consult them if you feel unsure about the concept.

1. Thomas Gordon, Parent Effectiveness Training, and Teacher Effectiveness Training.

2. Carl Rogers, Freedom to Learn.

3. Ardyth Hebelsen, PEER Program for Youth.

4. David Johnson, Reaching Out.

REFLECTIVE LISTENING - SOME GUIDELINES

There are many times, when we are talking with someone, that we try to be helpful. A friend has a problem or is very upset about something. In trying to help him/her, we respond in ways that may hurt more than help. Even though our intentions are good, and our friend could use our help, we seem to miss the opportunity to do some good. Here are some reasons why:

1. We ask probing questions. This tends to drive the speaker off the track by forcing him/her to respond to questions that you want answered rather than the questions he/she wants answered. Such questions may intrude on the speaker's privacy or imply that he/she has made a mistake. The main point is that it forces an agenda on the speaker that he may not wish to follow. Remember that it is "his/her problem".

2. We give advice and evaluate. This behavior tends to suggest that there is a "right way" and a "wrong way" to handle a particular problem and the advice-giver knows the "right way". Recognize the superiority that this implies.

Through reflective listening you try to avoid these things in the following ways:

1. Saying the same thing as the speaker but in a different way, with different words. Reflect how you perceive him/her to be feeling.

2. Keep pace with the speaker. Don't fall behind or jump ahead of his story or his feelings. Stay where he/she is.

3. Respond with the same feeling that he/she expresses; feel it with the speaker.

4. Use reflective listing only when you genuinely feel accepting of the other person; it will become apparent if you "fake it".

Use reflective listening when the other person:

1. Is angry, emotional or aggressive.

2. Is sharing important, strongly held ideas or values.

3. Is expressing a feeling.

4. Is having difficulty articulating a problem.

Use reflective listening when you:

1. Are confused about what the other person means.

2. Think you know what is happening but want to check it out.

3. Want to become involved in the other person's resolution to the problem.

REFLECTIVE LISTENING DEMONSTRATION

PURPOSE: To model reflective listening behavior.

APPROXIMATE TIME: 20 Minutes

PROCEDURE:

1. Ask a volunteer from the group to think of some problem that he is experiencing at this time in his life. (a pressing decision, a problem in a relationship, a major concern.)

2. Ask the volunteer to tell the group about the problem. Let the group respond in whatever manner they wish. Ask the volunteer to stop after every sentence or two to enable the group to respond.

3. Stop the volunteer after there have been enough responses to indicate a trend in the interchange.

4. Ask the volunteer to begin again, only this time the recitation should be directed to you while the rest of the group remains silent and listens.

5. Reflect the feelings and/or the content of the problem that is being shared. Model reflective listening.

FOLLOW-UP: Ask the volunteer if he noticed a difference in the two situations. Were the two conversations different in tone? Are different feelings or facts revealed in the two conversations?

Have the group discuss their observations.

THE PILOT STORY

PURPOSE: To give participants practice with reflective listening.

APPROXIMATE TIME: 60 Minutes

PROCEDURE:

1. Take the part of the pilot in this exercise.
2. Each group member, in turn, will play the part of the pilot's friend.
3. Read this part with feeling, entering into the spirit of the role as much as possible. Pause after every sentence or two and ask a specific group member to reflect what you have said or the feelings behind what you have said.
4. Coach the respondent whenever necessary. Give everyone a chance to respond.
5. The script:

   I'm glad you could get away to have a drink with me. I've really been feeling down for the past few days and I've been needing to talk with someone.

   For a while now, some funny things have been happening to my eyes. Everytime I'd read much or watch T.V. they would start watering and I'd get these headaches.

   Well, let me tell you, it had me a little scared so I went to the doctor. Boy, did he give me a jolt!

   After he gives me all of these tests and drops, he tells me I have to wear glasses.

   No big deal, huh? Lots of people wear glasses. That's what I thought at first. Then he starts telling me about a few things that I'm going to have to change in my life and zap, that's when it hits me.

   It seems that these glasses push me out of the minimum standards that the Government sets for vision, and that means that I lose my pilot's license.

No more flying as a pilot. Maybe it's almost like dying a little.

I don't have to tell you how much I love to fly. I can't remember when I haven't been able to fly. I'm free and I'm feeling that I can do it all when I'm up there. I don't know another feeling that comes close. All the other good things are in second place.

It doesn't matter how bad things get. The minute those wheels leave the ground the world changes and I'm up, in all ways.

We all enjoyed it. The whole family would pack up and take off for the coast for some swimming in the ocean or up to Canada for some fishing. We could all feel the sense of freedom and adventure.

You should see the kids in the plane. They're all set to be pilots as soon as they're a little older. They are really disappointed when I fly without them.

It's not quite the same with my wife though.

I think she's a little afraid of flying. She's always talking about stories that she's read about small planes crashing. I guess she worries a lot.

But even when she complains, she still gets caught up in the spirit of our trips together. You know, the ones where the whole family goes.

We've talked about building a little cabin in the woods somewhere, just us and a few friends. But I haven't had a lot of time, what with my job and the flying. Well, that's over now. No more flying.

I guess I'm going to have to find something else to enjoy. Maybe those things I've always wanted to do but have always been too busy.

The cabin. Maybe its time to start that cabin. That would be good for everyone and we could spend more time together.

Well, I want to thank you for coming over. It's really been good talking about this.

I feel better already.

6. Discuss what the group has observed.

7. Break the group into triads to practice reflective listening behavior. (Use practice situations on p. 51)

8. One person volunteers to role play a problem, another person uses reflective listening, another observes. After 5 minutes discuss. Limit discussion to 5 minutes.

9. Switch roles until everyone has the opportunity to practice reflective listening behavior.

FOLLOW-UP: Discuss problems people may have encountered in using reflective listening.

"I" MESSAGES - INTRODUCTION

In using reflective listening thus far, you may have felt that, at times, it seems inadequate to the demands of the situation. It appears to be imcomplete as a technique to enhance communication. As we explained before, reflective listening focuses on the interaction between two people from one side - sharing and understanding from the point of view of the speaker. It communicates to the speaker that he/she is being listened to and understood, and as such, it is an important skill. Although it is often complete in itself, it is not adequate as the only communication in a relationship. Since a full relationship is a reciprocal process, we need to develop skill at expressing our own feelings as well as listening to the feelings of someone else.

When a person expresses his own feelings, the focus is on him and he is giving "I" messages. It is a way of sharing our feelings while informing others of their affect on us. "I" messages are the other half of the communicative relationship.

There are three parts to an "I" message:

1. How I feel.

2. What has happened.

3. How this affects me. (This may be difficult to state at times but try to state it whenever possible.)

Another way to state an "I" message is to use the following sentence construction by filling in the appropriate blanks. "I feel _____ when you _____ because I _____". (I feel angry when you are late because I think we are going to miss the first act.)

It may communicate either positive or negative feelings.

"I" MESSAGES - SOME GUIDELINES

Sometimes a good "I" message will change the way other people act because it helps them become aware of what you are feeling and what effect their behavior is having on you.

Send "I" messages when the other person:

1. Is a problem to you in some way.

2. Seems unclear about what you are trying to say.

Send "I" messages when you:

1. Tend to be giving advice, criticism, or preaching.

2. Have been using reflective listening but now need to tell about your own feelings.

3. Have a feeling or experience that you want to share.

Don't just use "I" messages for negative things.

When using "I" messages, be sure to send all of your feelings. If you send only a part, your message may be confused and misunderstood.

"I" MESSAGES DEMONSTRATION

PURPOSE: To create a situation that will elicit an "I" message.

APPROXIMATE TIME: 40 Minutes

PROCEDURE:

1. Pick someone from the group and do something to him/her that will elicit a strong reaction (e.g. Walk over and break his/her wooden pencil or throw his/her notebook on the floor).

2. Carry on the following dialogue:

Group Leader's Comments	Their Response
"How do you feel?"	"I'm shocked and annoyed."
"What happened?"	"You broke my pencil."
"How does this affect you?"	"I have nothing to write with."

3. Point out that their response was an "I" message. "I was shocked and annoyed when you broke my pencil because now I have nothing to write with."

4. Respond to their "I" message with one of your own: "I'm really sorry. I was just trying to demonstrate and "I" message. I don't want you to be annoyed."

5. Ask the person to reflect your response. "So you are sorry and don't want me to be annoyed with you."

6. You have completed a transaction; "I" message and reflective listening.

7. Point out that reflective listening is an important follow through for a negative "I" message. If you give a strong negative "I" message, the person to whom it is directed is likely to be defensive at first. Therefore, it is important to listen reflectively to their responses immediately after you have given the message.

8. Divide group into triads. (Use practice situations on next page.)

9. Two people in the group carry out the transaction while the third person observes.

10. Switch roles after 5 minutes and then switch again so that each person has an opportunity to give an "I" message.

FOLLOW-UP: Discuss in large group.

SUGGESTED PRACTICE SITUATIONS FOR USE IN SMALL GROUPS

What "I" messages would you send to these? How would you use reflective listening?

1. Your husband is always late. You have to wait at least a half hour for him everytime you plan to meet him somewhere. Tonight you are waiting to meet him at a restaurant. He arrives 45 minutes late.

2. Your friend has just called at 1:00 a.m. You were in bed sleeping. He just called to "see what's been happening and to talk a little."

3. Your best friend has changed gradually. Her clothes and behavior have been getting more and more extreme until you are getting uncomfortable about going places with her.

4. Your wife has cleaned the basement, a job you have promised to do for months. You've just come home and opened the basement door and there she is.

5. You've recently met someone (opposite sex) whose company you really enjoy. You look forward to becoming a friend but he/she keeps laying a big sex move on you.

6. Your good friend and next door neighbor has borrowed your power mower for the tenth time, and has returned it empty of fuel for the tenth time.

FANTASY TRIP

PURPOSE: To increase the sensitivity of group members to their experiences.

To raise an awareness of the feelings that group members bring to any situation.

APPROXIMATE TIME: 30 Minutes

MATERIALS: Candle or flashlight

PROCEDURE:

1. Have the room set up so that people can relax. If possible, turn out the lights and use a candle (or flashlight) as reading light. Speak in a quiet, even tone.

2. Script: "Find a place where you will be comfortable. I'm going to ask you to do two things during this activity. The first will be to relax as much as you can - to really unwind. The second will be to use your imagination in a fantasy that I will help you create.

   Now I want you to close your eyes and find a comfortable position.... Take a few deep breaths.... Notice what is happening throughout your body.... Try to relax the tension in your neck - shoulders - back.... Begin to focus on your breathing.... Try to clear your mind of any images that intrude.... If you are having trouble, try to visualize the color gray...."

3. Pause and allow a few minutes for people to get into the mood.

4. Now begin in a soothing voice: "Imagine a quiet place where you could be alone for at least 10 or 15 minutes .... As you sit quietly in this spot, look around at your imaginary surroundings.... Take some time to really get in touch with them.... Even if you feel you know this place well, really sense it now. See if there is more to learn about it.... Now imagine that there is a person with you, and slowly get to

know this fantasy person.... What is this person like?.... What kind of clothes, body and posture does he or she have?.... What is expressed by your companion's posture, movements, and facial expressions?.... How does your companion feel?.... Learn more about your fantasy person.... Ask questions, listen, and watch for replies.... Tell your companion how you feel toward him/her and learn how your companion feels toward you....

Now, very slowly, become this fantasy companion.... As this person, what are you like?.... How do you feel?.... Begin to move a little and get into the feel of being this person. What kind of person are you?.... What kinds of things do you do and how do you interact with others?....

Now you are going to slowly move out of this other person as you move back into yourself.... Gradually, you feel the quiet place slipping away and you are coming back to this room.... You are now here - in the present.... Slowly open your eyes."

Note: Two things must be stressed:

a) Setting the mode is crucial for the exercise to be effective.

b) You must bring the group back to the present for the needed closure.

FOLLOW-UP: Have group members share their experience with each other in the large group.

Some people will have had trouble with this activity. Process what blocked people from becoming involved.

RELATIONSHIP SURVEY

PURPOSE: To continue the group's experience in shared self-disclosure.

To examine the qualities most valued in meaningful relationships.

To provide participants with an opportunity to practice listening skills.

APPROXIMATE TIME: 90 Minutes

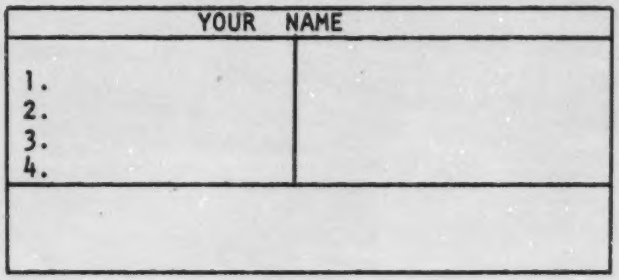
MATERIALS: Easels
Newsprint
Markers

PROCEDURE:

1. Divide the group into small groups of 3 or 4.

2. Establish an easy, non-threatening atmosphere by explaining that the group members will be talking about relationships that have been of particular importance to them in their lives. Each person will do this by completing a relationship survey in his small group. Demonstrate by going through the entire activity yourself with the group.

3. Tape up a piece of newsprint, write your name on it, and divide it according to the following diagram:



4. In the right hand column, write the names of four people with whom you have had a relationship that you have valued. These may be past or present, friends or relatives.

5. In the second column, next to that person's name, write what it is that you valued in the relationship. As you are filling out the sheet try to speak as openly and honestly as you can about the relationships. Since you are modeling behavior, try to speak in a manner that will encourage others in the group to share in a like manner.

6. When the list is completed, the other members of the group should respond to your statements by using the communication skills that they have learned thus far in the program.

7. Have someone summarize what the group says on the bottom third of your newsprint sheet. (e.g. You seem to value relationships: 1) that make you feel important, 2) that are supportive and strong, and 3) involve older people).

8. After the group's responses have been summarized, tell them how you feel about the experience.

9. Have the 3 - 4 person groups meet in semi-private corners of the room and take turns doing this activity with members of their small group.

FOLLOW-UP: When groups have finished, have members post their surveys on the walls of the meeting room.

Allow group members to mill about the room reading each of the surveys.

After 15 minutes gather group into large circle and discuss their observations and feelings.

EMPLOYMENT SKILLS ACTIVITIES

JOB OPENING EXERCISE

PURPOSE: To continue exploration of the decision-making process.

To show how personal values influence decision-making.

To further demonstrate the process of group decision-making.

APPROXIMATE TIME: 30 Minutes

MATERIALS:
Description of applicants
Easel
Newsprint
Marker

PROCEDURE:

1. Explain to the group that they are in the position to hire employees for a company. There are 9 applicants for one job opening. All of these people need and want the job. All are relatively qualified.
2. Each group member must decide who should get the job by rank ordering the list of applicants. (1 through 9)
3. When this task is completed, break the large group into small groups of at least 5 people each.
4. Each group must come to a group decision of how the applicants should be ranked. In addition, the group must make a list of criteria upon which the group decision was based. (I.e., What were the priorities in ranking?)

FOLLOW-UP: Poll the small groups and record their rankings on newsprint.

Form a large group and discuss the rankings, how they were made, and the dynamics of the decision-making process in each group.

JOB APPLICANTS

1. An ex-convict trying to go straight. He has been out of prison for over a year and has stayed out of trouble. He has held several jobs during this time, but was fired each time when his boss found out he spent time in prison. He is becoming frustrated, discouraged, and angry.

2. A 24-year old Vietnam veteran who was awarded several medals for bravery. He has a low paying part-time job now, but is highly qualified for this job.

3. A woman whose husband recently died. She has four young children, ages one to six, whom she now must support. She will be getting $200 a month from insurance, but this is not enough to live on.

4. A 60-year old man who needs this as a second job. His wife has been in the hospital for several months. To continue her treatments, which are expected to continue for seven more months, he needs this job.

5. A former heroin addict who has kept away from drugs for eleven months. He is a very serious young man who is determined to do well. He has had trouble finding jobs because of his former addiction, and his psychologist and priest say there is a strong possibility that he will return to drugs if he is not employed soon.

6. A highly intelligent Black man who lives in a slum. He needs the job to continue his college education and to help support his brothers and sisters. He wants to become a doctor and help the poor in his neighborhood.

7. A young woman who left her parent's home to try to make it on her own. She has a strong interest in this type of work, and is the best qualified of all the applicants.

8. A recent immigrant to this country who is the father of four. His knowledge of English is poor, and this will probably slow him down on the job at first. But he is a clever and confident person who learns quickly.

9. A physically handicapped person who is looking for a chance to prove himself. He possesses a great deal of determination and courage. His handicap will hurt his performance on the job somewhat.

20 THINGS YOU LOVE TO DO

PURPOSE: To identify the patterns that exist in our pleasurable experiences.

To begin seeing pleasurable experiences and work as compatible.

APPROXIMATE TIME: 20 - 30 Minutes

MATERIALS:
Easel
Newsprint
Marker

PROCEDURE:

1. Have group number from 1 - 20 down the middle of a piece of paper.
2. To the right of the numbers, list 20 things you love to do. Often it helps to think of activities associated with the seasons.
3. When group members have listed as many things as possible approaching 20, have them code each item on their list. Write the following codes, one at a time, on newsprint.

$	If it costs more than $5 each time you do it
A	Something you do alone
P	Something done with other people
AP	If it's enjoyed equally alone or with others
N5	Items which would not have been listed 5 years ago
1-6-12	If something was done at least 1 month ago, 6 months ago, 12 months ago

J — If it is job related

___ — Any code individuals want to use (with parents, requires planning, etc.)

FOLLOW-UP: Process with discussions on patterns, etc.

Note: Have group members file their responses to this activity for later use.

REASONS WHY PEOPLE WORK

PURPOSE: To identify the reasons people work.

To help group members become aware of the reasons they work.

APPROXIMATE TIME: 20 Minutes

MATERIALS:
Easel
Newsprint
Marker

PROCEDURE:

1. Ask the group to think of 2 people that they know who have jobs and list 3 reasons each of them work.
2. Allow a few minutes for the group to write the reasons, then brainstrom while you record on newsprint. Be sure that all of the reasons that the group has recorded privately is now on the newsprint.
3. Ask the group to study the list for a moment and then write 3 reasons <u>they</u> work (or have worked in the past).
4. Have each group member rank order his/her 3 reasons (1,2,3).

FOLLOW-UP: Point out the myriad of reasons people work.

Process any observation that the group may have.

Note: Have group members file their responses to this activity for later use.

REASONS PEOPLE CHOOSE CERTAIN CAREERS

PURPOSE: To identify the reasons people choose certain careers.

To help group members become aware of the reasons they chose the careers they presently have (or have had in the past).

APPROXIMATE TIME: 20 Minutes

MATERIALS:
Easel
Newsprint
Marker

PROCEDURE:

1. Group brainstorms reasons people choose careers while group leader records on newsprint.
2. Ask the group to study the list for a minute and then write the reasons they have chosen their present career (or one that they have had in the past).
3. Have each group member rank order his/her reasons (1,2,3).

FOLLOW-UP: Point out any differences between the reasons people work and the reasons they choose careers.

Discuss

Note: Have group members file their responses to this activity for later use.

WORK TIME LINE

PURPOSE: To identify key decision points in our work life.

To determine the amount of control that we have had in making career decisions.

To map our work history.

APPROXIMATE TIME: 20 Minutes

MATERIALS:
- Easel
- Newsprint
- Marker

PROCEDURE:

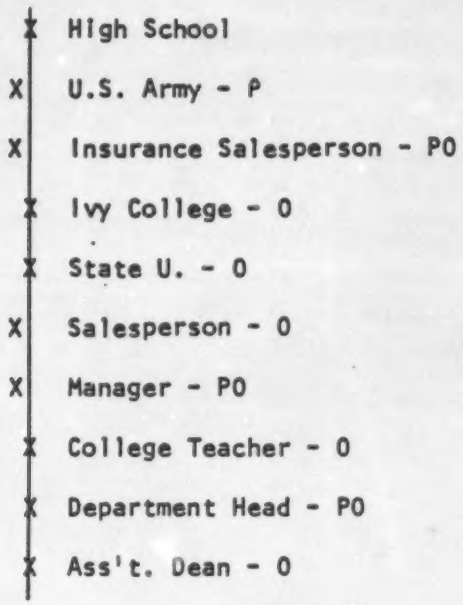
1. Illustrate the activity on newsprint by using your own experience. Ask the group to draw a vertical line on a piece of paper.
2. Label one end of the line "high school" and the other end the job that you currently hold.
3. Place an "X" and label along the line for each job or major event that has affected your career decisions. Place the "X" on the line if it is directly related to your current job and off the line if it does not.
4. Code each job or event as follows:

"O" - for origin, if you made a rational, coherent decision over which you had control.

"P" - for pawn, if the event happened by luck, chance, or circumstances over which you had no control.

"OP" or "PO" - if it was a combination of factors with the first letter representing the major element.

5. Your diagram should look something like this:


X High School
X U.S. Army - P
X Insurance Salesperson - PO
X Ivy College - O
X State U. - O
X Salesperson - O
X Manager - PO
X College Teacher - O
X Department Head - PO
X Ass't. Dean - O

FOLLOW-UP: Discuss responses to the following questions: Have you been in control of the major decisions in your life? If not, how could you have gained control? What are you doing now to gain more control over your life?

QUICK SELF-ASSESSMENT ACTIVITY

PURPOSE: To briefly survey an individual's needs and expectations regarding a career.

APPROXIMATE TIME: 30 Minutes

MATERIALS: Self-Assessment Sheet

PROCEDURE:

1. Hand out Self-Assessment Sheet.
2. Ask group members to complete sentence stems as concisely as they can.
3. After everyone has completed the sentences, break into triads and discuss responses to activity.

FOLLOW-UP: "I Learned" statements or large group discussion about awareness gained.

SELF-ASSESSMENT SHEET

1. Basically, I'd like a job in which I

2. Usually, I am the kind of person who

3. When things aren't going well I

4. I want to become the kind of person who is

5. I like such things as

6. Ten years from now I

7. On a job, I'm best at

8. My greatest weakness is

9. I usually react to negative criticism by

10. During the past few months I've been

SELF-ASSESSMENT SHEET (Cont.)

11. The next thing I'm going to try to accomplish is

12. My general image of myself is

13. I prefer to work with people who

14. Right now I'm feeling

15. The next step in my career development seems to be

16. I need to

17. I'm hoping that

18. I see myself as

19. If I could just

20. My own personal goals are to

VALUES AUCTION

PURPOSE: To identify values in an enjoyable, non-threatening manner.

APPROXIMATE TIME: 60 Minutes

MATERIALS:
Values Auction Sheets
Easel
Marker
Newsprint

PROCEDURE:

1. Hand out the Values Auction Sheet to each person in the group.
2. Explain that each person has $5,000.00 that he/she may use for bidding on those items they want.
3. Individually, each person budgets the amount he/she would bid for as many items as possible without exceeding the $5,000.00 limit.
4. Have the auction items posted on newsprint and begin to auction off the items to the class. (Try not to auction the items in order.) Record purchaser and the amount for which the item was sold on newsprint.
5. Each person continues to fill in his/her worksheet. In the "Highest I Bid" and "Top Bid" columns. Budgets can be revised after each item is sold.
6. After you have auctioned all the items, have the group members list the 3 items on which they made <u>their</u> highest bids. Rank them in order of importance (1,2,3).

FOLLOW-UP: Process the activity with questions such as: Was anyone surprised by the items they bid for? At the price they paid? Is there anyone that ended up buying nothing? Why?

VALUES AUCTION

Value Being Auctioned	Amount I Budgeted	Highest I Bid	Top Bid
1. A satisfying and fulfilling marriage			
2. Freedom to do what I want			
3. A chance to direct the destiny of a nation			
4. The love and admiration of friends			
5. Travel and tickets to any cultural or athletic event as often as I wish			
6. Complete self-confidence with a positive outlook on life			
7. A happy family relationship			
8. Recognition as the most attractive person in the world			
9. A long life free of illness			
10. A complete library for my private use			
11. A satisfying religious faith			
12. A months vacation with nothing to do but enjoy myself			
13. Lifetime financial security			
14. A lovely home in a choice spot			
15. A world without prejudice			
16. A chance to eliminate sickness and poverty			

VALUES AUCTION (Cont.)

Value Being Auctioned	Amount I Budgeted	Highest I Bid	Top Bid
17. International fame and popularity	_____	_____	_____
18. An understanding of the meaning of life	_____	_____	_____
19. A world without crime	_____	_____	_____
20. Freedom within my work setting	_____	_____	_____
21. A really good love relationship	_____	_____	_____
22. Success in my chosen vocation	_____	_____	_____

BOARD OF DIRECTORS

PURPOSE: To further investigate the factors involved in our decision-making.

To become more aware of the people who influence our decision-making.

APPROXIMATE TIME: 30 Minutes

MATERIALS:
Easel
Newsprint
Marker

PROCEDURE:

1. Explain that this exercise helps to identify the most important people involved in our decision-making.
2. On a sheet of paper, ask group members to draw a table - any shape that they wish.
3. Around the table, group members will place the names of people who are currently influential in their decision-making. There is no limit to the number of people. (These may be people who are actually consulted in decision-making or those who are influential in other ways such as authors, religious figures, etc.)
4. Circle the person who is the chairperson of the Board.
5. When each group member has completed the activity to this point, explain that they will now code the people sitting on their Board.
6. On the newsprint, place one code at a time, and explain its meaning. Allow time for each person to code the appropriate names and then list the next code, etc. The recommended codes are as follows:

   C - Someone you actually consult before making a decision.

   P - Someone who has a psychological influence on your decision.

X - Anyone you would like to remove from your Board.

FM - A family member.

A - An authority figure.

FC - Someone who was freely chosen by you to be a Board member.

M/F - Male or female.

___ - Any code that hasn't been included that seems significant for you.

Note: Each Board member may have more than one code.

8. Group members then rank their Board members in order of importance (1,2,3).

FOLLOW-UP: Process the activity with questions such as: What was the shape of your table? If it was round, does this imply that all members sit equally? Are you on your Board? Are there patterns as to who sits on your Board? (All males, all family, etc.) Are the most influential members freely chosen?

Note: Have group members file their responses to this activity for later use.

RATING YOUR WORK VALUES

PURPOSE: To identify the wide variety of satisfactions that people get from their jobs.

To rate the degree of importance that group members assign to specific work values.

APPROXIMATE TIME: 20 Minutes

MATERIALS: Work Value Sheet

PROCEDURES:

1. Introduce the activity by referring to the "Reasons Why People Work Activity" completed during a previous session.
2. Hand out Work Value Sheets. Ask group members to read the directions and complete the sheet.
3. Allow the group enough time for everyone to complete the activity.
4. List all those work values ranked "4" and rank the top 3 (1,2,3).

FOLLOW-UP: "I Learned" Statements

Note: Have group members file their responses to this activity for later use.

WORK VALUES

RATING SATISFACTIONS FROM WORK

The following list describes a wide variety of satisfactions that people get from their jobs. Read the descriptions of these various work values and rate the degree of importance that you would assign to each for yourself. Use the scale below:

1 = Not important in my choice of a career

2 = Not very important

3 = Reasonably important

4 = Very important

( ) HELP SOCIETY: Do something to contribute to the betterment of the world I live in.

( ) HELP OTHERS: Be involved in helping other people in a direct way, individually or in small groups.

( ) PUBLIC CONTACT: Have a lot of day-to-day interaction with people.

( ) WORK WITH OTHERS: Have close working relationships with a group; work as a team toward common goals.

( ) AFFILIATION: Be recognized as a member of a particular organization.

( ) FRIENDSHIPS: Develop close personal relationships with people as a result of my work activities.

( ) COMPETITION: Engage in activities which test my abilities against others and where there are clear win-lose results.

( ) MAKE DECISIONS: Have the power to decide courses of action, policies, etc.

WORK VALUES (Cont.)

( ) WORK UNDER PRESSURE: Work in situations where deadlines are common and/or the quality of my work is judged critically by supervisors, customers, or others.

( ) POWER AND AUTHORITY: Control the work activities or the destinies of other people to some degree.

( ) INFLUENCE PEOPLE: Be in a position to change attitudes or opinions of other people.

( ) WORK ALONE: Do projects by myself, without any significant amount of contact with others.

( ) KNOWLEDGE: Engage in the pursuit of knowledge, truth and understanding.

( ) INTELLECTUAL STATUS: Be regarded as a person of high intellectual ability or as one who is an acknowledged "expert" in a given field.

( ) ARTISTIC CREATIVITY: Engage in creative work in any of several art forms.

( ) CREATIVITY (GENERAL): Create new ideas, programs, organizational structures or anything else not following a format previously developed by others.

( ) AESTHETICS: Be involved in studying or appreciating the beauty of things, ideas, etc.

( ) SUPERVISION: Have a job in which I am directly responsible for the work done by others.

( ) CHANGE AND VARIETY: Have work responsibilities which frequently change in their content and setting.

( ) PRECISION WORK: Work in situations where there is demand for exact detail and accuracy.

WORK VALUES (Cont.)

( ) STABILITY: Have a work routine and job duties that are largely predictable and not likely to change over a long period of time.

( ) SECURITY: Be assured of keeping my job with reasonable financial reward.

( ) FAST PACE: Work in circumstances where there is a great deal of activity and work that must be done rapidly.

( ) RECOGNITION: Be recognized for the quality of my work in some visible or public way.

( ) EXCITEMENT: Experience a high degree of (or frequent) excitement in the course of my work.

( ) ADVENTURE: Have work duties which involve frequent risk-taking.

( ) PROFIT, GAIN: Have a strong likelihood of acquiring large amounts of money or other material gain.

( ) INDEPENDENCE: Be able to determine the nature of my work without significant direction from others; not have to do what others tell me to.

( ) MORAL FULFILLMENT: Feel that my work is contributing significantly to a set of moral standards which I feel are very important.

( ) LOCATION: Find a place to live (town, geographical area) which is conducive to my life style and affords me the opportunity to do the things I enjoy most.

( ) COMMUNITY: Live and work in a town or city where I can get involved in community affairs.

( ) PHYSICAL CHALLENGE: Have a job that makes physical demands which I would find rewarding.

( ) TIME FREEDOM: Have work responsibilities which I can work at according to my own time schedule; no specific working hours required.

"BIRDS OF A FEATHER, FLOCK TOGETHER" ACTIVITY

PURPOSE: To enable group members to identify career areas that correspond to their personality-interest categories.

APPROXIMATE TIME: 30 Minutes

MATERIALS:
Personality-Interest Sheet
Holland's Theory of Vocational Choice
Job Lists

PROCEDURE:

1. Hand out the Personality-Interest Sheet and Holland's Theory of Vocational Choice. Ask group members to read the directions and complete the Personality-Interest Sheet. After an individual has completed the sheet, he can read Holland's Theory.

2. When all group members have finished reading Holland's Theory, ask them to group according to their personality-interest categories (e.g., all RCS' together, all ASI's, etc. If there is no one who shares all three categories with anyone else, ask him/her to group according to the first two categories, or the most similar.)

3. When groups have formed, ask members to discuss responses to the following questions:

   a) Are you surprised about the makeup of your group? Who did you not expect to be there? Who is not in the group that you expected to be there?

   b) Does Holland's Theory appear to apply to you?

4. Hand out Job Lists. Have group members identify specific jobs according to their personality-interest categories. Discuss in the group.

FOLLOW-UP: Discuss activity in large group.

Note: Have group members file their responses to the Personality-Interest Sheet for later use.

PERSONALITY-INTEREST SHEET

Imagine that you have just entered a room in which a rather large party is taking place. You notice that people are clustered into six groups and that each of the groups contain people with similar interests. Here are the groups and their interests:

R - These are people who have interests and/or abilities in athletics or mechanical things. They like to work with machines, tools, plants and animals, and prefer to be outdoors.

I - Here are people who prefer to observe and investigate. They enjoy gathering information, evaluating, and solving problems.

A - These people have artistic abilities. They feel most comfortable in unstructured work situations where they can use their creativity and imagination.

S - This group consists of people who like to work with people. They get satisfaction from informing, training, helping and curing others. They are also skilled in verbal communication.

E - These people also like to work with people, but their enjoyment comes from influencing, persuading, and leading them. They like to perform or manage for personnal profit, gain, or growth.

C - The last group is made up of people who like to work with data, information, or numbers. They prefer highly organized activities and are good at carrying out details and following through on other's ideas or instructions.

Which group would you most enjoy being with for the longest time? Write the letter of that group in the space below:

1. ( )

After a short period of time, everyone in your group except you leaves the party. Of the remaining groups, which one would you enjoy being with for the longest time? Write the letter of that group below:

2. ( )

PERSONALITY-INTEREST SHEET (Cont.)

After a short period, this group also dissolves and the people leave the party. Choose a last group from those remaining, that you would enjoy being with for the longest time. Write the letter of that group below:

3. ( )

HOLLAND'S THEORY OF VOCATIONAL CHOICE

Holland's chief premise is that each of us can be described in terms of our similarity to one or more of six idealized personality types and that each type seeks out a different kind of occupational environment. In the most simple terms, his theory reflects the view that "birds of a feather flock together" with respect to occupational choice. Holland also assumes that the extent to which persons are satisfied, stable and achieving depends upon the extent to which their personalities and work environment are compatible.

The personality types and characteristics associated with them are described below. The descriptions suggest the following kinds of information for persons resembling this type:

(a) the general kind of activities the person will enjoy

(b) the type of occupation he/she will find most comfortable

(c) the kind of problems he/she will be most willing to deal with

(d) the kind of people who will be found to be most appealing as co-workers.

Of course, people should not be abruptly categorized or labeled on the basis of these six types, but assessing one's resemblance to two or three codes can give a useful, immediate overview.

R - THEME: Extreme examples here are rugged, robust, practical, physically strong, and frequently aggressive in outlook; such people usually have good physical skills, but sometimes have trouble expressing themselves in words or in communicating their feelings to others. They like to work outdoors, and they like to work with tools, especially large, powerful machines. They prefer to deal with things rather than with ideas or with people. They generally have conventional political and economic opinions, and are usually cool to radical new ideas. They enjoy creating things with their hands and prefer occupations such as mechanic, construction work, fish and wildlife, management, laboratory technician, some engineering specialties, some military jobs, agriculture, or the skilled trades. Although no single word can capture the broad meaning of the entire theme, the word REALISTIC has been used to characterize this pattern, thus the term R-THEME.

I - THEME: This theme tends to center around science and scientific activities. Extremes of this type are task-oriented; they are not particularly interested in working around other people. They enjoy solving abstract problems and have a great need to understand the physical world. They prefer to think through problems rather than act them out. Such people enjoy ambiguous challenges and do not like highly structured situations with many rules. They frequently have unconventional values and attitudes and tend to be original and creative, especially in scientific areas. They prefer occupations such as design engineer, biologist, social scientist, research laboratory worker, physicist, technical writer, or meteorologist. The word INVESTIGATIVE is used to summarize this pattern, thus I-THEME.

A - THEME: The extreme type here is artistically oriented, and likes to work in artistic settings where there are many opportunities for self-expression. Such people have little interest in problems that are highly structured or require gross physical strength, preferring those that can be dealt with through self-expression in artistic media. They resemble I-THEME types in preferring to work alone, but have a greater need for individualistic expression, are usually less assertive about their own opinions and capabilities, and are more sensitive and emotional. They score higher on measures of originality than any of the other types. They describe themselves as independent, original, unconventional, expressive, and tense. Vocational choices include artist, author, cartoonist, composer, singer, dramatic coach, poet, actor or actress, and symphony conductor. This is the ARTISTIC theme, or A-THEME.

S - THEME: The pure types here are sociable, responsible, humanistic, and concerned with the welfare of others. They usually express themselves well and get along well with others; they like attention and seek situations allowing them to be at or near the center of the group. They prefer to solve problems by discussions with others, or by arranging or rearranging relationships between others; they have little interest in situations requiring physical exertion or working with machinery. Such people describe themselves as cheerful, popular, achieving, and good leaders. They prefer occupations such as school superintendent, clinical psychologist, high school teacher, marriage counselor, playground director, speech therapist, or vocational counselor. This is the SOCIAL theme, or S-THEME.

E - THEME: The extreme types here have a great facility with words, which they put to effective use in selling, dominating, and leading; frequently they are in sales work. They see themselves as energetic, enthusiastic, adventurous, self-confident, and dominant, and they prefer social tasks where they can assume leadership. They enjoy persuading others to their viewpoints. They are impatient with precise work or work involving long periods of intellectual effort. They like power, status, and material wealth, and enjoy working in expensive settings. Vocational preferences include business executive, buyer, hotel manager, industrial relations consultant, political campaigner, realtor, many kinds of sales work, sports promoter, and television producer. The word ENTERPRISING summarizes this pattern of interests, thus E-THEME.

C - THEME: Extremes of this type prefer the highly ordered activities, both verbal and numerical, that characterize office work. They fit well into large organizations but do not seek leadership; they respond to power and are comfortable working in a well-established chain of command. They dislike ambiguous situations, preferring to know precisely what is expected of them. Such people describe themselves as conventional, stable, well-controlled, and dependable. They have little interest in problems requiring physical skills or intense relationships with others, and are most effective at well-defined tasks. Like the E-THEME type, they value material possessions and status. Vocational preferences are mostly within the business world, and include bank examiner, bank teller, bookkeeper, some accounting jobs, financial analyst, computer operator, inventory controller, tax expert, statistician, and traffic manager. Although, again, one word cannot adequately represent the entire theme, the word CONVENTIONAL more or less summarizes the pattern, hence C-THEME.

*Source: Holland, John. Making Vocational Choices: A Theory of Careers (1973).

JOB LIST

The following jobs are organized using the personality-interest categories (R,I,E,S,E,C) that you have identified.

Realistic jobs (R) include skilled trades, technical, and some service jobs.

Investigative jobs (I) include scientific and some technical jobs.

Artistic jobs (A) include artistic, musical, and literary jobs.

Social jobs (S) include educational and social welfare jobs.

Enterprising jobs (E) include sales and managerial jobs.

Conventional jobs (C) include office and clerical jobs.

There are a few combinations of categories that do not occur at all. In these cases, use a two-letter rather than a three-letter code.

REALISTIC JOBS

(RIA)

Landscape Architect
Architectural Drafter
Dental Technician
Darkroom Technician

(RIS)

Forester
Industrial Arts Teacher
Radio Operator
Electrician
Jeweler
Tool and Die Maker
Glazier
Baker
Cook
Filling Station Attendant
Optician
Welder
Offset Press Operator

(RIE)

Automotive Engineer
Mechanical Engineer
Mining Engineer
Building Inspector
Aircraft Mechanic
Air Traffic Controller
Automobile Mechanic
Watch Repairer
Boilermaker
Drafter
Farmer
Line Installer-Repairer
Machine Repairer
Machinist
Maintenance Worker
Millwright
Plumber
Radio Repairer
Automobile Service Advisor
Computer Service Technician

RIE (Cont.)

Diesel Mechanic
Electronic Technician
Farm Equipment Mechanic
Flight Engineer
Shipfitter
Sheet Metal Worker
Automobile Body Repairer
Engraver, Machine
Heavy Equipment Operator
Roofer
Upholsterer
Logger

(RIC)

Automobile Parts Counterworker
Load Checker
Stone Cutter
Turret Lathe Operator
Elevator Mechanic
Locksmith
Nuclear Reactor Technician
Nursery Manager
Tree Surgeon
Piano Tuner
Switchman
Assembler
Drill Press Operator
Dry Cleaner
Inspector
Printer
Shipping/Receiving Clerk
Structural Steel Worker
Tire Builder
Shoe Repairer
Teamster
Grounds Keeper

(RAI)

Compositor (Typesetter)
Bookbinder

(RSE)

Blacksmith
Fireman, Locomotive
Railroad Conductor
Barber
Butcher
Detective
Coal Equipment Operator
Fire Fighter
Streetcar Operator
Taxicab Driver
Chauffeur
Waitress/Waiter
Soda Fountain Clerk
Laborer, Guard, Janitor
Parking Lot Attendant

(RSC)

Bill Collector
Exterminator
Elevator Operator
Stock Clerk
Kitchen Helper

(RSI)

Vocational Agriculture Teacher
Appliance Service Worker
Weaver
Knitter

(REC)

Launderer

(REI)

Shop/Plant Supervisor
Ship Officer
Track Layer

(RES)

Fish and Game Warden
Gas Station Manager

RES (Cont.)

Railroad Engineer
Cattle Rancher
Crater and Packer
Railroad Brakeman
Fisher

(RCI)

Surveyor
Motion Picture Projectionist
Office Machine Service Worker
Carpenter
Painter (House, Building, Equipment)

(RCS)

Installer Repairer
Tailor
Asbestos and Insulation Worker
Tile Setter
Blaster
Bricklayer
Bus Driver
Cement Mason
Dressmaker
Furnace Installer
Garment Cutter
Mail Carrier
Meter Reader
Miner
Sailor (Seaman)
Paperhanger
Plasterer
Sewage-Plant Operator
Industrial Truck Operator

(RCE)

Crane Operator
Grader
Truck Driver
Tractor Operator
Fork Lift Operator

INVESTIGATIVE JOBS

(IAS)

Economist
Mathematician, Statistician
Marketing Research Worker

(IAR)

Anthropologist
Astronomer
Pathologist
Physicist
Chemist

(ISC)

Mathematics Teacher
Production Planner
Medical-Laboratory Assistant
TV Repairer

(ISR)

Biologist
Osteopath
Dentist
Chiropractor
Natural Science Teacher
Optometrist

(ISA)

Physician
Psychiatrist
Experimental Psychologist
Medical Technologist

(IES)

Bacteriologist
Physiologist
Pharmacist
Research Analyst

INVESTIGATIVE JOBS (Cont.)

(IEC)

Actuary

(ICR)

Quality Control Technician
Computer Operator
Research Assistant
Radiation Monitor

(IRA)

Geologist
Surgeon
Urban Planner
Meterologist
Weather Observer

(IRS)

Agronomist
Soil Conservationist
Animal Scientist
Botanist
Dairy Technologist
Horticulturist
Natural Scientist
Oceanographer
Zoologist
Biochemist
Engineer Aide
Veterinarian
Geographer
X-Ray Technician
EKG Technician

(IRE)

Administrator, Engineer
Aeronautical Engineer
Chemical Engineer
Civil Engineer
Electrical Engineer
Metallurgical Engineer
Test Engineer, Aircraft

IRE (Cont.)

Engineer
Chemical Laboratory Technician
Radio or Television Engineer
Metallurgist, Assistant

(IRC)

Airplane Navigator
Computer Programmer
Tool Designer
Model Maker
Airplane Pilot
Engineering Technician
Instrument Repairer
Laboratory Technician
Tester, Electronic Systems

ARTISTIC JOBS

(ASE)

Drama Coach
English Teacher
Journalist/Reporter
Drama Teacher
Dancing Teacher
Foreign Language Interpreter

(ASI)

Writer
Philosopher
Art Teacher
Literature Teacher
Music Teacher
Musician
Orchestra Leader
Artist
Technical Writer
Advertising Copywriter
Commercial Artist

(AES)

Advertising Executive
Advertising Manager

AES (Cont.)

Entertainer (Dancer, Singer)
Public Relations Person
Fashion Model

(AIS)

Editor
Dramatist
Actor/Actress
Designer
Interior Decorator
Critic (Reviewer)
Fashion Illustrator
Furniture Designer
Jewelry Designer
Furrier
Women's Garment Designer

(AIE)

Decorator

(AIR)

Architect
Photographer
Photolithographer
Sign Painter/Letterer
Photograph Retoucher

SOCIAL JOBS

(SEC)

Director Social Service
Compensation Advisor
Dorm Director
Employment Interviewer
Funeral Director
Hotel Manager
Job Analyst
Chamber of Commerce Executive
Employee Benefits Approver
Food Service Manager
Bartender
Host/Hostess (Hotel, Tearoom, etc.)

SOCIAL JOBS (Cont.)

(SER)

Claim Adjuster
Production Expediter
Health & Welfare Coordinator

(SEI)

Educational Administrator
Hospital Administrator
Training Director
Environmental Health Engineer
Historian
History Teacher
Home Service Representative

(SEA)

Community Recreation Administrator

Employment Counselor
Foreign Service Officer

(SEA)

Community Recreation Administrator
Employment Counselor
Foreign Service Officer

(SCE)

Recreation Director
Business Agent, Labor Union
Executive Housekeeper
Public Health Service Officer
Theatre Manager
Caterer
Liquor Store Manager
Restaurant Proprietor
Ticket Agent
Bellhop

(SRI)

Extension Agent

SOCIAL JOBS (Cont.)

(SRE)

Athletic Coach
Physical Education Teacher
Building Superintendent
Housekeeper
Occupational Therapist
Governess
Driving Instructor
Athlete
Houseparent
Police Officer

(SRC)

Hospital Attendant

(SIA)

College Professor
Political Scientist
Clinical/Counseling Psychologist
Social Scientist
Sociologist
School Counselor
Professional Nurse
Social Worker
Group Worker
Adult Education Teacher
Rehabilitation Counselor

(SIE)

Principal
Personnel Director
Nutritionist
Dietitian
Inspector, Public Admin.
Customs Inspector

(SIC)

School Superintendent
Food and Drug Inspector
Politician
Social Science Teacher

SIC (Cont.)

YMCA Physical Director
YMCA Secretary
Parole Officer

(SIR)

Podiatrist (Foot Doctor)
Inhalation Therapist
Physical Therapist
Therapist
Surgical Technician

(SAE)

Counselor
Home Economist
Homemaker
Home Economics Teacher
Elementary Teacher
Foreign Language Teacher
High School Teacher
Speech Teacher
Pre-School/Kindergarten Teacher
Vocational/Educational Counselor
Teacher
Social Service Aide
Teacher Aide

(SAC)

Cosmetologist
Embalmer
Hair Stylist
Physical Therapy Assistant
Manicurist

(SAI)

Minister/Priest/Rabbi
Librarian
Special Education Teacher
Speech and Hearing Clinician
Medical Record Librarian
Dental Assistant
Dental Hygienist
Licensed Practical Nurse

ENTERPRISING JOBS

(ECI)

Banker

(ECS)

Credit Analyst
Grain Buyer
Insurance Underwriter
Real Estate Appraiser
Buyer (Purchasing Agent)
Real Estate Sales Agent
Supervisor, Ticket Sales
Farm Equipment Dealer
Florist (Dealer)
Art Goods Dealer
Furniture Dealer

(ERI)

Industrial Engineer
Farm Manager
Contractor

(ERS)

Warehouse Manager

(ERC)

Postmaster

(EIS)

Sales Engineer

(EAS)

Lawyer, Judge, Attorney

(EAR)

Radio/TV Announcer

(ESC)

Administrative Assistant
Branch Manager
City Manager
Director, Industrial Realtions
Employment Interviewer
Government Official
Insurance Manager
Manager/Administrator
Manager, Restaurant/Bar
Personnel Assistant
Personnel Manager
Personnel Recruiter
Production Manager
Salary & Wage Administrator
Sales Manager
Traffic Manager
Business Manager
Labor Arbitrator
Office Manager
Customer Services Manager
Apartment House Manager
Insurance Investigator
Demonstrator
Dispatcher, Motor Vehicle
Peddler (Huckster)
Sales Clerk
Hotel Clerk
Salesperson

(ESR)

Automobile Salesman
Sporting Goods Salesperson
Route Salesperson

(ESI)

Director of Admin. Services
Systems Analyst, Business EDP
Wholesale Dealer
Life Insurance Sales Agent

ENTERPRISING JOBS (Cont.)

ESI (Cont.)

Manpower Adviser
Automobile Dealer
Gift Shop Manager
Grocer
Manufacturer's Representative
Retail Merchant
Shoe Store Manager

(ESA)

Securities Sales Agent
Guide, Travel
Salesperson, Photographic Equipment and Supplies
Flight Attendant

CONVENTIONAL JOBS

(CRI)

Timekeeper
Linotype Operator
Biller
Key Punch Operator
Tabulating Machine Operator
Duplicating Machine Operator

(CRS)

File Clerk

(CRE)

Sewing Machine Operator
Instrument Assembler

(CIS)

Certified Public Accountant
Time Study Analyst
Bookkeeping Machine Operator
Foreign Trade Clerk
Calculating Machine Operator

CONVENTIONAL JOBS (Cont.)

CIS (Cont.)

Accounting/Statistical Clerk
High-Speed Printer Operator
Bank Clerk

(CIE)

Office Worker
Payroll Clerk
Proofreader

(CIR)

Accounting Machine Operator
Office Machine Operator
Telegraph Operator

(CSE)

Business Commercial Teacher
Personnel Clerk
Sales Correspondent
Travel Bureau Clerk
Receptionist
Telephone Operator
Teller
Typist

(CSR)

Reservations Agent
Traffic Checker
Messenger

(CSI)

Bookkeeper
Cashier

(CSA)

Secretary
Medical Secretary
Library Assistant

CONVENTIONAL JOBS (Cont.)

CSA (Cont.)

Order Clerk
Religious Affairs Clerk

(CER)

Data Processing Worker
Mail Clerk

(CEI)

Finance Expert
Personnel Secretary

(CES)

Accountant
Credit Manager
Clerk
Court Reporter
Stenographer

ASSESSING YOUR SKILLS AND ABILITIES

PURPOSE: To enable group members to identify their skills in terms of past satisfying achievements.

To enable group members to assess the highest level of skills and abilities that they can legitimately claim.

APPROXIMATE TIME: Variable (Best completed as an out-of-group assignment, processed within the group.)

MATERIALS: My Functional/Adaptable Skills Sheet

PROCEDURES: Give the following directions for identifying group members' 5 most satisfying achievements:

1. In order to identify potential career areas, group members must have detailed information about their innate abilities and the skills that they have acquired through experience.

2. On the worksheet, write 5 examples of the most satisfying experiences that you have had in your life to this point. Use any or all of the following ways of identifying these experiences.

   a) 5 accomplishments that have given you the most satisfaction at home, at school, in sports, in hobbies or special interest activities.

   b) 5 jobs that have been most meaningful <u>to you</u> either paid, unpaid, full or part-time.

   c) 5 roles that you have played in your life such as wife, mother, student, friend, lover or advisor.

3. You might make a longer list at first that includes 2 or 3 examples from each 5-year period in your life. You can then select the top 5 from this list.

4. After identifying these satisfying achievements, list, <u>in detail</u>, what you did under each item. Do not cut corners, describe the achievement as if you were explaining it to someone for the first time.

Give the following directions for completing My Functional/ Adaptable Skills checklist:

1. Write each of the 5 identified accomplishments in the space provided.

2. Proceed through the list of skills placing a (✓) in the space that indicates that that skill was used in the accomplishment. Do this for all 5 accomplishments.

3. After all skills have been identified, go back over the list and circle those (✓) that you most enjoyed while you were doing them.

4. Each group member now has a diagram of his most enjoyable abilities and skills based on his own experiences.

5. Have individuals list their 5 strongest skill areas as identified by the checklist. Rank list these skills (1 through 5).

FOLLOW-UP: Break the group into triads and have them discuss significant learnings and awarenesses gained from the activity.

Gather into a large group and discuss reactions to the activity and its implications for career choice.

MY FUNCTIONAL/ADAPTABLE SKILLS

SKILL USED					
1	2	3	4	5	A. MANUAL SKILLS
					1. assembling (kits)
					2. constructing/ building (carpentry, masonry)
					3. operating tools/ machinery/equipment (drills, sewing machines)
					4. showing manual or finger dexterity (throwing, sewing)
					5. handling with precision and/or speed (assembly line work)
					6. fixing or repairing (auto or mending)
					7. other
					B. PHYSICAL SKILLS
					8. muscular coordination (skiing, gymnastics)

1	2	3	4	5	SKILL USED
					9. physical activity (exercising, hiking)
					10. outdoor activity (camping)
					C. COMMUNICATION USING WORDS
					11. reading (books with understanding)
					12. copying (manuscripts skillfully)
					13. writing (interesting letters)
					14. talking or speaking (with clarity and enthusiasm)
					15. teaching, training (with animation in front of groups)
					16. editing (improving a child's sentences in an essay)
					17. memory for words (remembering people's names, book titles)
					18. other
					D. SENSORY ABILITIES (Eyes, Ears, Nose, Taste or Touch)
					19. observing, surveying (watching something happening)
					20. examining or inspecting (looking at a child's bumps, etc.)
					21. diagnosing, determining (deciding if food is finished cooking)
					22. showing attention to detail (shop, sewing)
					23. other

1	2	3	4	5	SKILL USED
					E. NUMERICAL SKILL
					24. taking inventory (food supplies, clothing for family)
					25. counting (classroom, sheep)
					26. calculating, computing (checkbook, arithmetic)
					27. keeping financial records, bookkeeping (budget)
					28. managing money (checking account, bank)
					29. developing a budget (family, personal finances)
					30. number memory (telephone numbers)
					31. rapid manipulation of numbers (doing arithmetic in your head)
					32. other
					F. INTUITION
					33. applying foresight (planning ahead, predicting sequences)
					34. quickly sizing up a person or situation accurately
					35. applying insight (understanding why people act the way they do)
					36. acting on your feelings (making decisions, deciding to trust someone)
					37. ability to visualize things mentally (decorating schemes, models, blueprints memory for faces)
					38. other

1	2	3	4	5	SKILL USED
					G. ANALYTICAL THINKING OR LOGIC
					39. researching, information gathering (finding out where a particular street is in a strange city)
					40. analyzing, dissecting (with the ingredients in a recipe, material)
					41. organizing, classifying (laundry, filing receipts)
					42. problem-solving (figuring out how to get to a certain location)
					43. separating important from unimportant (dealing with complaints, or cleaning out the basement)
					44. diagnosing (understanding cause and effect relations, tracing problems to their sources)
					45. systematizing, putting things in order (laying out tools or utensils in the order you will be using them)
					46. comparing, perceiving similarities (different brands and prices in the supermarket, shopping for a car)
					47. testing, screening (cooking, deciding what to wear)
					48. reviewing, evaluating (looking at something you made, to see how you could have made it better, faster)
					49. other

1	2	3	4	5	SKILL USED	
					H. ORIGINALITY OR CREATIVITY	
					50. imaginative, imagining	(figuring out new ways to do things, making up stories)
					51. inventing, creating	(processes, products, figures, words)
					52. designing, developing	(new recipes, new gadgets)
					53. improvising, experiments	(camping, when you've left some of the equipment home)
					54. adapting, improving	(when something that doesn't work quite right)
					55. other	
					I. HELPING OTHERS	
					56. helping, being of service	(when someone is in need)
					57. showing sensitivity to other's feelings	(in a heated discussion, argument)
					58. listening	
					59. developing rapport	(with someone who is initially a stranger)
					60. conveying warmth, caring	(when someone is upset, ill)
					61. drawing out people	(when someone is reluctant to talk, share)

1	2	3	4	5	SKILLS USED	
					62. understanding	(when someone tells how they feel)
					63. offering support	(when someone is facing a difficulty alone)
					64. demonstrating empathy	(feeling what others are feeling)
					65. representing others' wishes accurately	(explaining someones feelings to another person)
					66. motivating	(getting people past hangups and into action)
					67. sharing credit, appreciation	(working in teams)
					68. raising other's self-esteem	(making someone feel better)
					69. healing, curing	(physical, emotional and spiritual ailments)
					70. counseling, guiding	(when someone doesn't know what to do)
					71. other	
					J. ARTISTIC ABILITIES	
					72. composing music	
					73. playing a musical instrument, singing	
					74. fashioning or shaping things, materials	(handicrafts, sculpturing)

1	2	3	4	5	SKILLS USED
					75. dealing creatively with spaces, shapes or faces (photography, art, design)
					76. dealing creatively with colors (painting, decorating, making clothes)
					77. conveying feelings and thoughts through body, face and/or voice tone (acting, public speaking, teaching, dancing)
					78. conveying feelings and thoughts through drawing, painting, etc.
					79. using words symbolically and creatively (poetry, playwriting, novels)
					80. other
					K. LEADERSHIP ABILITIES
					81. beginning new tasks, ideas, projects
					82. taking first move in relationships (approaching strangers)
					83. organizing (a team, a game at a social event)
					84. leading, directing others
					85. promoting change (family, community, organization, politics)
					86. decision-making (as they affect others)
					87. taking risks (sticking up for someone in a fight

1	2	3	4	5	SKILLS USED
					88. getting up before a group, performing (demonstrating a product, lecturing, entertaining, public speaking)
					89. selling, promoting negotiating, persuading (a product, idea, materials, argument, recruiting, changing someone's mind)
					90. other
					L. ABILITY TO FOLLOW-THROUGH
					91. using what others have developed (finished a kit project)
					92. following through on plans, instructions
					93. attending to details
					94. classifying, recording, filing, retrieving (data, materials, letters, ideas, information)
					95. other

LIFE GOALS ACTIVITY

(LIFE-LINE/OLD FRIEND)

Both of these activities generate the same information. Give the group the option of doing either and process the responses as if it were one activity.

PURPOSE: To identify the goals, purposes, or values that are central in our lives.

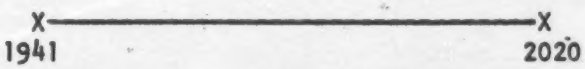
APPROXIMATE TIME: 30 Minutes

MATERIALS:
Easel
Newsprint
Marker

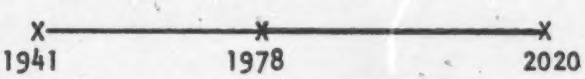
PROCEDURE: (LIFE-LINE)

1. Illustrate the following directions on newsprint. Have group members draw a horizontal line on a sheet of paper and put an "X" at each end.

2. Under the left "X", write the date of your birth. Under the right "X", write the estimated date of your ultimate death.



3. Place an "X" along the line to represent today's date and write the date under it.



4. Point out that the diagram is their life-line. Ask the group to think about it for a moment.

5. Ask the group to imagine for a moment that they are now on the final day of their lives. What are the things that they have accomplished in their lives? Of what are they most proud? What achievements have they had?

6. Ask each group member to list these things.

7. Rank the top 3 achievements on the list (1,2,3).

(OLD FRIEND)

1. Ask the group to project themselves 35 years into the future and imagine that they have just encountered an old friend whom they haven't seen in 35 years.

2. Imagine that the first question that he/she asks is "What have you been doing all of these years?" How would you respond? What do you want to tell him/her about the high points of your life? Your accomplishments? Your successes?

3. Ask each group member to list these things.

4. Rank the top 3 achievements on the list (1,2,3).

FOLLOW-UP: In either a large group or smaller groups, discuss responses to the situations.

"I Learned" Statements.

Note: Have group members file their responses to this activity for later use.

SITUATIONS TO AVOID/IDEAL JOB

PURPOSE: To identify, first, the most undesirable work situation, then the ideal situation as a means of clarifying the acceptable range of job possibilities.

APPROXIMATE TIME: 75 Minutes

PROCEDURE:

1. There are 2 distinct activities (taking about 30 minutes each with one follow-up of about 15 minutes).
2. Begin with situations to avoid. Tell group members to think of those conditions that would make a job intolerable. They should include such things as location, salary, amount of control, responsibility, etc. Have each person write out these situations.
3. When all members have completed the task, break into small groups of 3 and discuss.
4. Now, have individuals write about their ideal job. These may be unrealistic since they are ideal and therefore only a target to be moving towards.
5. Again, when members have completed the task, form triads and have them discuss their ideal jobs.
6. Stop discussions and have individuals rank order their top 3 characteristics in situations to avoid, and the top 3 characteristics of their ideal job.

FOLLOW-UP: Bring the entire group together and process individual learnings. This is a good oportunity to demonstrate how these two activities may act as a job continuum ranging from least desirable to most desirable.

PERSONAL PROFILE SUMMARY

PURPOSE: To summarize and pull-together all of the career development activities.

APPROXIMATE TIME: 30 Minutes

MATERIALS: My Personal Profile sheet

All Employment Skills Training activity sheets completed to this point.

PROCEDURE:

1. Hand out My Personal Profile sheets to each group member.
2. Ask the group to fill out the form using information collected during previous activities.
3. After everyone has completed the sheet, ask group members to check their profiles for the following:
   a) Are there any inconsistencies or contradictions apparent?
   b) Is the profile an accurate representation of you at this point in your life?
   c) Note the areas that seem to indicate values or attitudes of which you haven't been aware until now.
4. Break the group into triads and briefly discuss responses to the above questions.

FOLLOW-UP: Discuss significant awarenesses and learnings in the large group.

Date and file the sheet.

MY PERSONAL PROFILE

DATE _____

1. Things I Like To Do (Top 3)

   1. _____
   2. _____
   3. _____

2. Reasons I Work

   1. _____
   2. _____
   3. _____

3. Reasons I Chose My Career

   1. _____
   2. _____
   3. _____

4. My Personality-Interest Categories

   1. _____
   2. _____
   3. _____

5. My Bids At The Values Auction

   1. _____
   2. _____
   3. _____

6. My Work Values (Top 3)

   1. _____
   2. _____
   3. _____

7. My Board Of Directors (Top 3)

   1. _____
   2. _____
   3. _____

8. My Functional/Adaptable Skills (Top 5)

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

9. My Life Goals (Top 3)

   1. _____
   2. _____
   3. _____

10. My Ideal Job (Top 3 Characteristics)

    1. _____
    2. _____
    3. _____

11. Situations To Avoid (Top 3)

    1. _____
    2. _____
    3. _____

MAKING A DECISION

PURPOSE: To enable group members to apply a rational decision-making process to career choice.

APPROXIMATE TIME: 45 Minutes

MATERIALS:
- Decision-Making Worksheet
- Easel
- Newsprint
- Marker

PROCEDURE:

1. Ask group members to write a decision that they are currently working on in their lives.
2. Now ask them to write how they intend to arrive at the decision.
3. File the paper away for later use.
4. Distribute the worksheet to group members. Go through instructions on completing the worksheet and respond to questions.
5. Using one of the case studies (p.119) or any appropriate example, work through the model. Record the information on newsprint.
6. After giving this example, ask group members to complete the worksheet using the pending decision that they previously identified.
7. Be sure everyone has completed the exercise before processing.

FOLLOW-UP: In large group setting, discuss the following questions.

Did you take more variables into consideration using the rational decision-making process?

Are the outcomes different?

What are the advantages in using this procedure?

DECISION-MAKING WORKSHEET

Steps in Decision-making

1. Define the decision to be made.
2. Establish your goals.
3. Consider your alternatives
4. Identify resources needed.
5. Determine the risks involved.
6. Rate the risks.
7. Establish the criterion for a decision.
8. Rank your alternatives.
9. Decide.

Completing the Worksheet

1. Define the decision to be made.
   - What exactly is the decision to be made?
   - Be sure to identify your basic problem and not simply one of the alternatives available to you. (e.g. "What do I want to do after graduation that is personally rewarding?" not "Should I major in Biology?")
2. Establish your goals.
   - Use the information and awareness that you have gained thus far in the program to determine what you value in life and what you want to accomplish.
   - How will these goals influence your decision?

3. Consider your alternatives.

- What are the choices that you have -- the different decisions that you can make.
- After you have listed all the options available to you, no matter how impractical, go back and evaluate them.
- Combine those that appear redundant, and eliminate any which conflict with your values to the point that you can't accept them.
- You should now have a workable list of possible alternatives.

4. Identify resources needed.

- What resources do you need to implement each of your alternatives.
- Do you have enough information to adequately assess the resources needed? If not, note this and determine how you are going to get that information.
- Don't forget that your personal characteristics are often a very valuable resource -- list them.
- When you have listed all of the resources that you need for each alternative, re-evaluate your alternatives to see if some needed resources are clearly unavailable or too difficult to acquire.
- Eliminate those alternatives.

5. Determine the risks.

- List the risks and any negative factors involved in each remaining alternative.
- What do you have to lose if you decide on a particular alternative?

6. Rate the risks.

- How much risk are you willing to take?
- Rank each remaining alternative according to the following scale:

  1 - Risk acceptable

  2 - Risk acceptable with some reservations

3 - Risk mostly unacceptable -- very uncomfortable with it

4 - Risk completely unacceptable

- Eliminate all alternatives rated 4.

7. Establish the criterion for a decision.

   - What principle will you use to select one alternative over another.
   - Here are four criteria that might be used:

     a. the most desirable outcome regardless of risk

     b. the alternative most likely to succeed

     c. choose to avoid the worst outcome

     d. the most desirable alternative and the one most likely to succeed.

8. Rank your alternatives.

   - Rank all of your remaining alternatives according to the criterion that you have selected.

9. Decide.

DECISION-MAKING WORKSHEET

1 - DECISION TO BE MADE	2 - GOAL	7 - CRITERION FOR DECIDING

3 - ALTERNATIVES	4 - RESOURCES NEEDED				5 - RISKS	RISK RATING 6	ALTERNATIVE RANKING 8
	SKILLS	MONEY	PERSONAL	OTHER			

9 - DECISION

A PERSONALIZED JOB SEARCH STRATEGY

To this point, the activities of the program have focused upon the following goals:

a) establishment of a support group

b) acquisition of communication and listening skills

c) clarification of values and goals

d) assessment of needs and abilities related to careers

e) identification of career areas

The individual group member should now possess the self-awareness needed to develop a personalized job search strategy.

There are a number of books and guides available to assist individuals in this effort. The particular strategy will reflect the personality and career level of the individual, and group leaders are urged to become familiar with a variety of strategies so that group members can select the most useful for them.

The following books contain a point of view regarding the job search that continues the viewpoint contained in this program. All are highly recommended. All contain specific information on 1) identifying potential employers, 2) developing a contacts list, 3) writing resumes or qualification briefs, 4) writing letters, and 5) interviewing. Since many of the techniques described in the books are unorthodox, the group leader should consult them before planning the job search section of the program.

The books are:

- Richard N. Bolles, What Color Is Your Parachute? (Ten Speed Press, 1977)
- John C. Crystal and Richard H. Bolles, Where Do I Go From Here With My Life? (Seabury Press, 1974)
- Richard Lathrop, Who's Hiring Who (Ten Speed Press, 1977)

Also see:

- Richard Irish, Go Hire Yourself an Employer (Anchor, 1973)
- Robert J. Jameson, The Professional Job Changing System (Performance Dynamics, Inc., 1975)
- Charles Guy Moore, The Career Game (National Institute of Career Planning, 1976)
- David Noer, How To Beat The Employment Game (Chilton, 1975)

CASE STUDIES

The following case studies can be used in the following ways:

1. Pre and Post Tests for counselors to determine changes in their counseling techniques brought about by the training program.

2. Role play situations to simulate actual counseling situations.

3. Group activities in which the decision-making process is applied to each case.

4. Analysis of alternative counseling approaches.

Use them where ever appropriate over the course of the program.

1 - COLLEGE LEVEL

Carole is a junior in college and is having a difficult time deciding on a major. She has taken a variety of courses and likes biology, chemistry and psychology best. She does well in all her courses and values academic achievement. At one time, Carole was considering medical school, but has difficulty making that kind of commitment. She also knows that someday she will want a family and that spending time with her family will be important to her.

In addition to academic interests, Carole likes to go camping and to play tennis. She loves to travel and hopes to be able to travel more in the future. For relaxation, she frequently enjoys listening to classical music or going to a play. She has not been too active in campus clubs as she would rather spend the time with her closest friends.

Last summer, Carole worked in a city recreational/school program for underprivileged children. She got a great deal of satisfaction working with the children and helping them learn. Carole also worked in a fast-food restaurant on a part-time basis while she was in high school, but she didn't like the pressure to serve people so fast and impersonally.

Carole is quite confused. Her friends all have chosen majors, and the fact that she has not, bothers Carole. She also knows that she will need to decide on a major soon if she intends to graduate with her class.

2 - UNEMPLOYED ADULT

John is a skilled mechanic. Until recently he was employed in a garage that maintained a fleet of cars for a local company. When that company went out of business, the garage was forced to cut back and John found himself out of work. John viewed this problem with mixed feelings. Although he had been working as a mechanic for five years, he has always felt that he was forced into that vocation by force of circumstance rather than through any real decision of his own. Now, although he doesn't really miss the noise and grease of the garage, he still needs the income to support his family.

As a member of a minority group he realizes that certain problems exist in choosing certain careers, but he is optimistic that his personality and the high grades that he received in high school will enable him to land a job more suitable for him.

In discussing his future plans with his wife, John pointed out that his most enjoyable moments at work came when he was explaining the repairs that he had done to the sales people who used the cars. He even enjoyed the pace of tight deadlines and the challenge of hunting out problems and planning his strategy to remedy them. He really doesn't know where these abilities will lead him, but he does know that he must make a choice soon, before he goes under financially.

3 - SPECIAL NEEDS

Paul was a traveling salesman before his accident. Now, after a year of hospitalization and therapy he finds himself confined to a wheelchair and his former employer is less than enthusiastic about having him rejoin the company. As he ponders his options, he is thankful that he is not really pressed for money, at least in the short term. He regrets now that he never finished college, leaving in his junior year to get a job and get married. But then again, how would he ever use his major in History for a career?

John knows the kinds of things that appealed to him when he was selling, but it certainly wasn't the long trips, hotels and restaurant food. No, it wasn't the traveling that he enjoyed, but the challenge that came from turning a disinterested client into a customer. He liked the preparation that gave him the opportunity to research companies and then, in turn, convince the client that his product could help solve specific problems. That was all good, but even more attractive was the sense of control that he had in planning his own day and setting his own pace. This gave him time to do the fishing and hunting that he loved so much.

What now? How can he parlay the skills that he does possess into a job that won't tie him to a desk 9-5 everyday. He would like to make a decision now, before the sense of helplessness that has gnawed at him since the accident becomes overwhelming.

4 - THE DROPOUT

David is a school dropout. It is a label that he has carried through the 27 years of his life and the ten-odd jobs that he has held since high school. If David were asked to describe the skills that he has acquired over the years, he would have difficulty; preferring instead to list the low-level manual labor and "go-fer" jobs he has held. Never good at schoolwork, he decided early that a place on the football and basketball

teams did not compensate for the interminable hours he spent looking at the clock in class. He left school because a $75 a week delivery job gave him the money he needed to enjoy himself.

David has an attractive personality and a sincere, outgoing manner that has enabled him to land the jobs that he has held, but lately he is becoming moody and hostile, especially after partying on weekends. He is beginning to worry about his future and the fact the woman that he wants to marry is making twice as much money as he does. That is, before he was layed off six weeks ago.

It seems that David's only real satisfaction comes from the pick-up games of football and basketball that he plays with kids in the neighborhood. The kids he plays with are much younger than he and many look up to him. He can still run with the best of them.

The slow drift of David's life has recently encountered a crisis when he was arrested for disturbing the peace and resisting a police officer during a spree. One of the conditions of his probation is that he find and hold a job. He would like to begin to gain some control over his life. He's scared.

5 - A WOMAN'S HOME CAREER CONFLICT

Phyllis is a 36 year old, married, and the mother of two school-age boys. She has been married for 15 years. Her formal education terminated after the completion of one year of college, at which time she made the decision to marry rather than to continue in school. The bulk of her married life has been devoted to her married life.

Her husband holds a Master's Degree and occupies a professional position at a university. The job requires much traveling. Now that her husband is away quite a bit, she has much time at her disposal. She often expresses boredom with her present predicament.

For the past two years, much of her spare time has been spent doing volunteer work in a local day care center. She has, on several occasions, expressed the desire to finish her graduate work, but has been reluctant to use family income for this purpose. In fact, her husband's unwillingness to support a move on her part has been a major source of conflict between them. The situation has gotten even worse since she decided, on her own, to continue work toward her Bachelor's Degree.

She is happy in her venture, but often expresses doubts about whether she will be able to finish and become gainfully employed as a grade school teacher or the Director of a child care center, the latter her lifetime ambition. Her main concern is whether she will be able to go to school without alienating her family. Other problems which concern her are her ability to compete with younger students, the status of a job market for persons of her age group when she completes her degree, and whether her husband will allow her to enter the work force.

SOURCES OF OCCUPATIONAL INFORMATION

1. College Placement Annual. Bethlehem, PA: College Placement Council, published annually.

   Occupational listings of employers with data about types of positions offered, major fields of study desired, etc; employers are mostly medium to large private companies.

2. Dictionary of Occupational Titles. US Department of Labor. Manpower Administration, 1965.

   Volume I contains alphabetized definitions of over 20,000 job titles. Volume II is indexed by a standard numbering system by related occupations. (New edition available Spring, 1978)

3. Employment Opportunity Projections. Occupational Outlook to 1985.

   Manpower Report 74-1, Office of Manpower Studies, Purdue University, June 1974. Based on data in Bureau of Labor Statistics' Occupational Outlook Handbook. Convenient summary of projections for over 800 occupations and 30 major industries.

4. Federal Career Directory: A Guide of College Students. Washington, D.C.: US Civil Service Commission, 1973.

   Guide to careers in the federal government.

5. Forrester, Gertrude. Occupational Literature: An Annotated Bibliography. New York: H.W. Wilson Company, 1971.

   Useful for finding sources of information on specific occupations. Most of the 600-page volume is an annotated bibliography of books and pamphlets describing occupations.

6. Hopke, William (ed.) Encyclopedia of Careers and Vocational Guidance. Chicago: J.G. Ferguson Publishing Co., 1974.

   Volume I gives detailed descriptions and components of numerous businesses. Volume II describes individual jobs. Arranged alphabetically.

7. Marshall, Max L. (ed.) Cowles Guide to Careers and Professions. New York: Cowles Education Corporation.

   Good basic information on career options within various fields. Arranged alphabetically.

8. Occupational Outlook for College Graduates. US Department of Labor. Bureau of Labor Statistics. Bulletin 1730.

   Brief descriptions of occupations requiring college degrees. Also, gives projected needs, salaries and sources of additional information. Revised each year.

9. Occupational Outlook Handbook. US Department of Labor. Bureau of Labor Statistics. Published bi-annually.

   Brief descriptions of occupations, demands, training, salaries, and sources of additional information. Revised each year. Also, kept current with the Occupational Outlook Quarterly.

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    Identifies job opportunities which exist for particular college majors. Entry occupations are listed for each major field of study. Outdated, but still useful.

PEER COUNSELING & EMPLOYMENT SKILLS TRAINING

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Note: This list is not intended to be comprehensive. These are resources that were consulted in the planning stage of the project. Since the field of career counseling is undergoing substantial change, it is important that current literature be reviewed for an updated overview.

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*Identifies resources that are particularly useful to individuals planning peer counseling programs in this field.

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The number in parenthesis refers to the resource (see pages 122) from which the activity was adapted.

Lemons (36)

Getting To Know You (33)

Communication With A Person Like Yourself (33)

Sharing A Critical Event With Someone Unlike Yourself (33)

Childhood Fantasy (33)

Rasmussen Triangle (33)

Rumor Game (33)

Hearing What We Want to Hear (33)

Old Woman - Young Woman (24, 33)

Public-Private Self Portrait (18)

Relationship Survey (18)

Non-Listening (20)

Happy Hooker (20)

Two Ships Passing In The Night (20)

In/Out Discussion Groups (20)

Positive-Focus Game (20)

Reflective Listening (18, 20, 24)

"I" Messages (18, 20, 24)

Job Opening Exercise (20)

Work Time Line (20)

Board Of Directors (20)

20 Things You Love To Do (45)

Rating Your Work Values (12)

"Birds Of A Feather, Flock Together" Activity (3)

Job List (19)

Assessing Your Skills And Abilities (3)

Situations To Avoid/Ideal Job (8)

Making A Decision (28)